

ADRIAN PUBLIC SCHOOLS

Tradition of Opportunities
Future of Possibilities

Agenda

Regular Meeting
Monday, July 28, 2025
AHS
6:00 p.m.

A. Call to Order

1. Pledge of Allegiance
2. Approval of Agenda
3. Mission Statement
4. Good News Reports
5. Communications
 - a. Resignation of Isaiah Espinoza, Graduation Coach
 - b. Resignation of Stephanie Mullinex, Teacher
 - c. Resignation of Katherine Kardiff, Paraprofessional
 - d. Resignation of Jennifer Richardson, Teacher
 - e. Resignation of Alexandra Croucher, Head Start
 - f. Resignation of Cayla Robb Morse, Paraprofessional

B. Recommended Action

1. Consent Agenda
 - a. Approval of June 23, 2025, Regular Minutes
 - b. New hires
 - i. Rachel Meyers - Parapro Alexander
 - ii. Leslie Love - Head Start Behavior Coach
 - iii. Raquel Ybarra - Head Start Teacher
 - iv. Leila Feliciano - Head Start Teacher
 - v. Amanda Easler - Head Start Teacher
 - vi. Brooklyn Middleton - Head Start Teacher
 - vii. Tracy Feebairn - Head Start Teacher
 - viii. Mouhing Wright - Head Start Teacher
2. Business Requiring Board Action
 - a. Approval of MASB membership
 - b. Approval of graduation requirements for the class of 2029
 - c. Approval of course books
 - d. Approval to ratify resolution for the sale of school improvement bonds
 - e. Approval of Chromebook purchase
 - f. Approval of roof replacement at The Mouli Center
 - g. Approval of the Energy Conservation Performance contract bid

3. Business Requiring Future Board Action

- a. First reading to purchase the Renaissance Start K-12 assessments
- b. First reading to review updates to policies
2504 Public Participation at Board Meetings, 3110 Data Breach Response, 3115 Non-Discrimination, Anti-Harassment, and Non-Retaliation, 3115A Definitions, 3118 Title IX, 3201 Accounting, 3211 Post- Issuance Tax Compliance, 3301 Purchasing and Procurement, 3301A Purchasing and Procurement with Federal Funds, 3304 Use of District Policy, 3307 Construction Administration, 3402 Drills, Plans, and Reports, 3407 Asbestos Management, 3408 Firearms and Weapons, 4101 Non-Discrimination, 4103 Whistleblowers' Protection, 4105B Religious Workplace Accommodations for Employees and Applicants, 4106 FMLA, 4403 Performance Evaluation, 4407 Discipline, 4408 Termination, 4409 Non-Renewal, 5104 Age of Majority, 5202 Unlawful Discrimination, Harassment and Retaliation Against Students, 5401 Parent Involvement in Education , 5405 Title I Parent and Family Engagement Policy, 5406 Title I Funds, 5411 Student Promotion, Retention, and Placement, 5420 Sex Education, 5603 Section 504, 5701 Abuse and Neglect, 5707 School Wellness Policy, 5712 Concussion Awareness
- c. First reading to review snow renewal extension
- d. First reading to review Quality Driver's Training agreement

C. Reports from the Superintendent and Staff

- a. Community Recreation Center
- b. Summer Strength and Conditioning and Youth Sports

D. Future Meetings and Business

1. Board Committee Reports, Curriculum, Finance, Personnel
2. Board Member Comments
3. Meeting Dates and Upcoming Events

E. Public Comment ('Request to Participate Form' must be filled out and given to Angie Schaffer before Section D (Future Meetings and Business) on the agenda

F. Closed Session

G. Adjournment

In partnership with families and our community, Adrian Public Schools provides a quality education, challenging students to excel academically and inspiring them to become contributing citizens within our diverse, ever-changing society.

EXECUTIVE SUMMARY

DATE: July 28, 2025

CONTACT PERSON: Nate Parker

PURPOSE:

The resignation of Isaiah Espinoza.

EXPLANATION:

Under Board Policy 4223, the Superintendent is authorized to accept employee resignations or retirements on behalf of the Adrian Board of Education. Isaiah has submitted his resignation from Adrian Public Schools.

RECOMMENDATION:

The Superintendent recommends that the Adrian Board of Education acknowledge Isaiah Espinoza's resignation effective June 17, 2025.

EXECUTIVE SUMMARY

DATE: July 28, 2025

CONTACT PERSON: Nate Parker

PURPOSE:

The resignation of Stephanie Mullinex.

EXPLANATION:

Under Board Policy 4223, the Superintendent is authorized to accept employee resignations or retirements on behalf of the Adrian Board of Education. Stephanie has submitted her resignation from Adrian Public Schools.

RECOMMENDATION:

The Superintendent recommends that the Adrian Board of Education acknowledge Stephanie Mullinex's resignation effective June 20, 2025.

EXECUTIVE SUMMARY

DATE: July 28, 2025

CONTACT PERSON: Nate Parker

PURPOSE:

The resignation of Katherine Kardiff.

EXPLANATION:

Under Board Policy 4223, the Superintendent is authorized to accept employee resignations or retirements on behalf of the Adrian Board of Education. Katherine has submitted her resignation from Adrian Public Schools.

RECOMMENDATION:

The Superintendent recommends that the Adrian Board of Education acknowledge Katherine Kardiff's resignation effective June 20, 2025.

EXECUTIVE SUMMARY

DATE: July 28, 2025

CONTACT PERSON: Nate Parker

PURPOSE:

The resignation of Jennifer Richardson.

EXPLANATION:

Under Board Policy 4223, the Superintendent is authorized to accept employee resignations or retirements on behalf of the Adrian Board of Education. Jennifer has submitted her resignation from Adrian Public Schools.

RECOMMENDATION:

The Superintendent recommends that the Adrian Board of Education acknowledge Jennifer Richardson's resignation effective August 19, 2025.

EXECUTIVE SUMMARY

DATE: July 28, 2025

CONTACT PERSON: Nate Parker

PURPOSE:

The resignation of Alexandra Croucher.

EXPLANATION:

Under Board Policy 4223, the Superintendent is authorized to accept employee resignations or retirements on behalf of the Adrian Board of Education. Alexandra has submitted her resignation from Adrian Public Schools.

RECOMMENDATION:

The Superintendent recommends that the Adrian Board of Education acknowledge Alexandra Croucher's resignation effective July 16, 2025.

EXECUTIVE SUMMARY

DATE: July 28, 2025

CONTACT PERSON: Nate Parker

PURPOSE:

The resignation of Cayla Robb-Morse.

EXPLANATION:

Under Board Policy 4223, the Superintendent is authorized to accept employee resignations or retirements on behalf of the Adrian Board of Education. Cayla has submitted her resignation from Adrian Public Schools.

RECOMMENDATION:

The Superintendent recommends that the Adrian Board of Education acknowledge Cayla Robb Morse's resignation effective July 16, 2025.

MINUTES OF THE REGULAR MEETING OF THE ADRIAN BOARD OF
EDUCATION, JUNE 23, 2025, ADRIAN HIGH SCHOOL, B100

**MEETING CALLED
TO ORDER**

President Ferguson called the meeting to order at 6:00 p.m.

The Pledge of Allegiance was recited.

PLEDGE RECITED

PRESENT: Trustees: Baucher, Buku, Dunn, Lewis, Solis-Gautz, and
President Ferguson

ABSENT: Marks

Moved by Baucher, supported by Buku, that the Adrian Board of Education
approve the agenda.

**AGENDA
APPROVED**

Motion carried.

Trustee Dunn recited the District's mission statement as a reminder of its
purpose and direction.

**MISSION
STATEMENT**

Derrick Richards shared information about grants awarded to APS, thanks
to the dedicated staff who applied. The board recognized the resignation
of Deborah Callahan.

COMMUNICATIONS

Moved by Baucher, supported by Lewis, that the board approve the
consent agenda.

The consent agenda included the following items:

Consent Agenda

- a. Approval of June 9, 2025, Regular Minutes
- b. Approval of June 9, 2025, 2-Closed Session Minutes,
Handout
- c. Approval of the June 9, 2025, Special Meeting

**CONSENT
AGENDA**

Motion carried.

Moved by Lewis, supported by Dunn, to transfer \$150,000 from the Head
Start general fund to the Capital Projects and Technology Fund.

**HEAD START
TRANSFER**

Motion carried.

Moved by Solis-Gautz, supported by Buku, to approve the Preliminary
Qualification Application, which would enable the District to offer a bond
proposal on the November 2025 election ballot.

PQ APPLICATION

Motion carried.

Moved by Baucher, supported by Lewis, to approve the issuance of up to
\$3.75 million in non-qualified bonds to finance the updates to the heating
systems at Alexander, Springbrook, and Adrian High School. There is no

**SCHOOL
IMPROVEMENT
BOND**

cost to the community, no tax increase. It will be paid through the energy savings.

Motion carried.

Moved by Dunn, supported by Buku, to increase the capitalization threshold for District assets from \$5,000 to \$10,000.

**CAPITALIZATION
THRESHOLD**

Motion carried.

Moved by Solis-Gautz, supported by Buku, to enter into an alarm service agreement with EPS.

ALARM SERVICES

Motion carried.

Moved by Dunn, supported by Baucher, to approve the authorization of the District's membership in the MHSAA for the 2025-26 school year.

MHSAA

Motion carried.

Moved by Lewis, supported by Solis-Gautz, to approve the 2025 graduates for Adrian High School and Adrian Community Education.

2025 GRADUATES

Motion carried.

Moved by Lewis, supported by Buku, to approve the amended budget and adopt the resolution.

**2024 BUDGET
AMENDMENTS**

Motion carried.

Moved by Buku, supported by Baucher, to approve the 2025-26 budget resolutions.

2025 BUDGET

Motion carried.

Moved by Baucher, supported by Dunn, to approve extending the Superintendent's contract. President Ferguson announced that Mr. Parker would receive a 3% salary increase, be placed on a salary scale, and have his contract extended through June 30, 2028.

**SUPERINTENDENT
CONTRACT**

Motion carried.

Moved by Lewis, supported by Solis-Gautz, to approve awarding Superintendent Parker merit pay in recognition of goals completed. President Ferguson commented that Mr. Parker had achieved five of the six goals given to him by the board. He will receive \$7,400.

**SUPERINTENDENT
MERIT PAY**

Motion carried.

The board reviewed a request for the annual renewal of membership for MASB.

MASB

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| The board reviewed changes to Policy 5409, Graduation Requirements. | POLICY 5409 |
| The board reviewed courses being offered at all APS buildings. Additionally, new courses are being offered at Springbrook Middle School and the high school. The auditor recommends that courses be approved on an annual basis. | COURSE OFFERINGS |
| The board reviewed a resolution calling for the District to offer a bond proposal on the November 2025 election ballot. | BOND ELECTION |
| The board reviewed a resolution authorizing the Superintendent or designee to accept the lowest bond sale cost. | SALE OF BONDS |
| The board reviewed a request for the purchase of student Chromebooks. The District will purchase the devices through REMC, a cooperative purchasing program. The purchase will be paid from the Capital Projects and Technology fund. | CHROMEBOOKS |
| The board considered quotes for replacing the roof at the Mouli Center. The replacement will be paid from the Capital Projects and Technology fund. | THE MOULI CENTER |
| The board reviewed the proposed Energy Conservation Performance Contract for completing updates to the heating systems at Alexander Springbrook and the High School. | ENERGY CONSERVATION PERFORMANCE CONTRACT |
| The board reviewed the Head Start monthly update. Athletic Director O'Brien shared the Spring sports season recap. The high school had 216 athletes, Springbrook had 257 athletes, and the Recreation Department had 285 participants. This Spring, Adrian Athletics won one SEC White Championship, two SEC White Coach of the Year honors, three County Coach of the Year awards, two District Coach of the Year awards, twenty-seven All-SEC Athletes, sixteen All-District Athletes, three All-Regional Athletes, one Regional Champion, six All-State athletes, two Academic All-State Teams, six Academic All-State Athletes, and two teams finished in the top 10 in the state. | REPORTS FROM SUPERINTENDENT AND STAFF |
| Trustee Buku shared that the Finance Committee had met and discussed the Superintendent's contract, the June amendment, Chromebooks, the Mouli Center roof, the Head Start transfer, the School Improvement Bond, the Energy Conservation Performance contract, and a courier service. | FINANCE COMMITTEE |
| Vice President Baucher stated, "The Board of Education employs one person, the Superintendent. While it may seem that we approved his contract extension and merit goals quickly tonight, we take this matter very seriously. The speed does not accurately reflect the amount of work the superintendent has done, his involvement in the community, or how well the community has embraced him. I loved seeing the graduation list and seeing the students' plans." | BOARD MEMBER COMMENT |
| Trustee Buku mentioned, "I went to draw attention to the first page in our packet. The ASEF has awarded over \$100,000 in classroom grants this | |

year. They continue to enhance educational experiences for students.
Kudos to Jenny and her team.

Baucher moved, supported by Buku, that the meeting be adjourned at 6:54 p.m. **ADJOURNMENT**

Motion carried.

Beth Ferguson, President

Mike Buku, Secretary

EXECUTIVE SUMMARY

DATE: July 28, 2025

CONTACT PERSON: Nikki Culley

PURPOSE:

To recommend hiring a special education paraprofessional for Alexander Elementary.

EXPLANATION:

Deb Agnew and her interview team recommend Rachel Meyers as a paraprofessional for Alexander Elementary. Rachel has four (4) years of experience working with children. She has a Bachelor's degree in Environmental Biology from Cornerstone University.

RECOMMENDATION:

The HR Director recommends that Rachel Meyers be hired as a paraprofessional at Alexander Elementary, effective for the 2025-2026 school year.

EXECUTIVE SUMMARY

DATE: July 28, 2025

CONTACT PERSON: Nikki Culley

PURPOSE

To recommend the hiring of a Head Start Behavior Coach at Drager Early Education Center.

EXPLANATION:

Mary Bruggenwirth and her interview team recommend Leslie Love as a Head Start Behavior Coach. Leslie has four (4) years of children's behavior experience. She has a Bachelor's degree in Child Development from Central Michigan University.

RECOMMENDATION:

The HR Director recommends that Leslie Love be hired as a Behavior Coach for Head Start, effective for the 2025-2026 school year.

EXECUTIVE SUMMARY

DATE: July 28, 2025

CONTACT PERSON: Nikki Culley

PURPOSE

To recommend the hiring of a Head Start Teacher at Drager Early Education Center.

EXPLANATION:

Mary Bruggenwirth and her interview team recommend Raquel Ybarra as a Head Start Teacher. Raquel has seven (7) years of head start experience. She has a Bachelor's degree in Early Childhood Education from Siena Heights University.

RECOMMENDATION:

The HR Director recommends that Raquel Ybarra be hired as a teacher for Head Start, effective for the 2025-2026 school year.

EXECUTIVE SUMMARY

DATE: July 28, 2025

CONTACT PERSON: Nikki Culley

PURPOSE

To recommend the hiring of a Head Start Teacher at Drager Early Education Center.

EXPLANATION:

Mary Bruggenwirth and her interview team recommend Leila Feliciano as a Head Start Teacher. Raquel has three (3) years of head start experience.

RECOMMENDATION:

The HR Director recommends that Leila Feliciano be hired as a teacher for Head Start, effective for the 2025-2026 school year.

EXECUTIVE SUMMARY

DATE: July 28, 2025

CONTACT PERSON: Nikki Culley

PURPOSE

To recommend the hiring of a Head Start Teacher at Drager Early Education Center.

EXPLANATION:

Mary Bruggenwirth and her interview team recommend Amanda Easler as a Head Start Teacher. Amanda has two (2) years of head start experience and seven (7) years working as a paraprofessional.

RECOMMENDATION:

The HR Director recommends that Amanda Easler be hired as a teacher for Head Start, effective for the 2025-2026 school year.

EXECUTIVE SUMMARY

DATE: July 28, 2025

CONTACT PERSON: Nikki Culley

PURPOSE

To recommend the hiring of a Head Start Teacher Assistant at Drager Early Education Center.

EXPLANATION:

Mary Bruggenwirth and her interview team recommend Brooklyn Middleton as a Head Start Teacher Assistant. Brooklyn has three (3) years of customer service experience.

RECOMMENDATION:

It is the recommendation of the HR Director that Brooklyn Middleton be hired as a teacher assistant for Head Start, effective for the 2025-2026 school year.

EXECUTIVE SUMMARY

DATE: July 28, 2025

CONTACT PERSON: Nikki Culley

PURPOSE

To recommend the hiring of a Head Start Teacher Assistant at Drager Early Education Center.

EXPLANATION:

Mary Bruggenwirth and her interview team recommend Tracy Freebairn as a Head Start Teacher Assistant. Tracy has ten (10) years of caretaker experience.

RECOMMENDATION:

The HR Director recommends that Tracy Freebairn be hired as a teacher assistant for Head Start, effective for the 2025-2026 school year.

EXECUTIVE SUMMARY

DATE: July 28, 2025

CONTACT PERSON: Nikki Culley

PURPOSE

To recommend the hiring of a Head Start Teacher at Drager Early Education Center.

EXPLANATION:

Mary Bruggenwirth and her interview team recommend Mouhing (Rossana) Wright as a Head Start Teacher. Mouhing has six (6) years of head start teacher experience. She holds a Bachelor's degree in Early Childhood Education from Walden University.

RECOMMENDATION:

The HR Director recommends hiring Mouhing Wright as a teacher for Head Start, effective for the 2025-2026 school year.

EXECUTIVE SUMMARY

DATE: July 28, 2025 **CONTACT PERSON:** Nate Parker

PURPOSE:

To approve the annual membership dues for MASB.

EXPLANATION:

Each year, the Board needs to approve participation in the Michigan Association of School Boards and authorize the payment of membership dues. These dues are calculated based on the district's fall count, which includes adult education students. For the 2025-26 school year, the fee will be \$6,078.20.

RECOMMENDATION:

The Superintendent recommends that the Adrian Board of Education approve the MASB membership for the 2025-26 school year.

EXECUTIVE SUMMARY

DATE: July 28, 2025

CONTACT PERSON: Derrick Richards
Nate Parker

PURPOSE: To approve graduation requirement changes for the class of 2029 in Policy 5409.

EXPLANATION:

The High School administration is requesting to merge Freshman Seminar into the U.S. History course to better integrate Freshman Seminar content throughout the school year. Both administration and teachers believe this change will improve the effectiveness of achieving the course's content goals.

Below is a comparison of the current and proposed schedule for a freshman student:

| | Trimester I | Trimester II | Trimester III |
|----------------------------|--------------------|---------------------|----------------------|
| 2025-2026 | U.S History A | U.S History B | U.S History C |
| 2024-2025 and Prior | Freshman Seminar | U.S History A | U.S History B |

As a result, students will be required to earn 3.5 Social Studies credits instead of 3

RECOMMENDATION:

It is the recommendation of the Superintendent and Assistant Superintendent of Curriculum and Instruction that the Adrian Board of Education approve the proposed changes to Policy 5409.

GRADUATION REQUIREMENTS BY YEAR OF GRADUATION

CLASS OF 2025, 2026, 2027 (1 course per trimester = .5 credits)

| | CURRICULUM | REQUIRED COURSES |
|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| 5.5 | ENGLISH | English 9, English 10, English 11, English 12 |
| 5.5 | MATH | Algebra, Geometry, Algebra 2, plus a math or math related course during final year of HS |
| 4 | SCIENCE | Biology, Chemistry or Physics, plus one additional science credits |
| 3 | SOCIAL STUDIES | Civics, Economics, US History and Geography and World History and Geography |
| .5 | PHYSICAL EDUCATION | Physical Education |
| .5 | HEALTH | Health |
| 1 | PERFORMING, APPLIED, OR VISUAL ART | Includes Art, Music, and Tech courses |
| 2 | WORLD LANGUAGE | Spanish, French or approved online language |
| 0.5 | SENIOR SEMINAR | Students that do not take this course due to a scheduling conflict may request a waiver from this class signed by building administrator |
| 11 | ELECTIVES | Electives |
| Total 34 credits | <p style="text-align: center;">ADDITIONAL REQUIREMENTS</p> <ul style="list-style-type: none"> • A requirement to graduate is attendance as a full-time student for all four years. • Students must take all components of the Michigan Merit Exam. • Students must complete and document 20 hours of community service on their EDP. (this may be waived by High School Principal) • Students must complete an Online Learning Experience by updating their EDP annually. • Students must complete an application to a post-secondary institution. | |

GRADUATION REQUIREMENTS BY YEAR OF GRADUATION

STARTING WITH THE CLASS OF 2028 (1 course per trimester = .5 credits)

| | CURRICULUM | REQUIRED COURSES |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| 5.5 | ENGLISH | English 9, English 10, English 11, English 12 |
| 5.5 | MATH | Algebra, Geometry, Algebra 2, plus a math or math related course during final year of HS |
| 4 | SCIENCE | Biology, Chemistry or Physics, plus one additional science credits |
| 3 | SOCIAL STUDIES | Civics, Economics, US History and Geography and World History and Geography |
| .5 | PHYSICAL EDUCATION | Physical Education |
| .5 | HEALTH | Health |
| 1 | PERFORMING, APPLIED, OR VISUAL ART | Includes Art, Music, and Tech courses |
| 2 | WORLD LANGUAGE | Spanish, French or approved online language |
| 0.5 | SENIOR SEMINAR | Students that do not take this course due to a scheduling conflict may request a waiver from this class signed by building administrator |
| **0.5 | PERSONAL FINANCE | **Requirement starting with the graduating class of 2028 (can be taken for senior year math or business elective) |
| 10.5 | ELECTIVES | Electives |
| Total 34 credits | ADDITIONAL REQUIREMENTS <ul style="list-style-type: none"> • A requirement to graduate is attendance as a full-time student for all four years. • Students must take all components of the Michigan Merit Exam. • Students must complete and document 20 hours of community service on their EDP. (this may be waived by High School Principal) • Students must complete an Online Learning Experience by updating their EDP annually. • Students must complete an application to a post-secondary institution. | |

GRADUATION REQUIREMENTS BY YEAR OF GRADUATION

STARTING WITH THE CLASS OF 2029 (1 course per trimester = .5 credits)

| | CURRICULUM | REQUIRED COURSES |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| 5.5 | ENGLISH | English 9, English 10, English 11, English 12 |
| 5.5 | MATH | Algebra, Geometry, Algebra 2, plus a math or math related course during final year of HS |
| 4 | SCIENCE | Biology, Chemistry or Physics, plus one additional science credits |
| 3.5 | SOCIAL STUDIES | Civics, Economics, US History and Geography and World History and Geography |
| .5 | PHYSICAL EDUCATION | Physical Education |
| .5 | HEALTH | Health |
| 1 | PERFORMING, APPLIED, OR VISUAL ART | Includes Art, Music, and Tech courses |
| 2 | WORLD LANGUAGE | Spanish, French or approved online language |
| 0.5 | SENIOR SEMINAR | Students that do not take this course due to a scheduling conflict may request a waiver from this class signed by building administrator |
| 10.5 | ELECTIVES | Electives |
| Total 34 credits | ADDITIONAL REQUIREMENTS <ul style="list-style-type: none"> • A requirement to graduate is attendance as a full-time student for all four years. • Students must take all components of the Michigan Merit Exam. • Students must complete and document 20 hours of community service on their EDP. (this may be waived by High School Principal) • Students must complete an Online Learning Experience by updating their EDP annually. • Students must complete an application to a post-secondary institution. | |

EXECUTIVE SUMMARY

DATE: July 28, 2025

CONTACT PERSON: Derrick Richards
Nate Parker

PURPOSE:

To approve the course offerings for all District K-12 schools.

EXPLANATION:

The course listings (elementary) and course books (secondary) represent the academic offerings at Alexander Elementary, Lincoln Elementary, Michener Elementary, Prairie Elementary, Springbrook Middle School, High School, and Adrian Community High School. Our local auditor recommends that courses be approved on an annual basis as a best practice.

Additionally, additional courses are being recommended for the 2025-2026 school year at Springbrook Middle School and Adrian High School.

Springbrook: Intro to Coding and Stories from the Holocaust II

High School: Local and Michigan History, History through Film, Supported Work Experience, Community Art, Creative Writing/Journalism, Community Art, AP Chemistry, AP U.S History, AP English Language and Composition, AP Precalculus, and AP Art and Design.

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent of Curriculum and Instruction and the Superintendent that the Adrian Board of Education approve the course offerings.

Adrian Public Schools

Elementary Courses



Tradition of Opportunities

Future of Possibilities

Y5/Kindergarten

Core Classes

- Reading and Writing
- Mathematics
- Science
- Social Studies

Non-Core Classes

- Art
- Music
- Physical Education
- Technology

1st Grade

Core Classes

- Reading and Writing
- Mathematics
- Science
- Social Studies

Non-Core Classes

- Art
- Music
- Physical Education
- Technology

2nd Grade

Core Classes

- Reading and Writing
- Mathematics
- Science
- Social Studies

Non-Core Classes

- Art
- Music
- Physical Education
- Technology

3rd Grade

Core Classes

- Reading and Writing
- Mathematics
- Science
- Social Studies

Non-Core Classes

- Art
- Music
- Physical Education
- Technology

4th Grade

Core Classes

- Reading and Writing
- Mathematics
- Science
- Social Studies

Non-Core Classes

- Art
- Music
- Physical Education
- Technology

5th Grade

Core Classes

- Reading and Writing
- Mathematics
- Science
- Social Studies

Non-Core Classes

- Art
- Music
- Physical Education
- Technology

Interventions

- Reading and Writing
- Mathematics
- English Second Language
- Special Education

Springbrook Middle School



PROGRAM OF STUDIES
2025-2026

Springbrook Middle School Course Descriptions

2025-2026

English Language Arts

Language Arts 6

Students will analyze and reflect upon the various styles, structures, and functions of literature. They will read a variety of short fiction, novels, and nonfiction texts. They will critique and compare literary selections and make connections to life experiences. Students will also write in a variety of forms for different purposes and audiences. They will use the writing process to publish personal narratives, a persuasive essay, an analysis of a cause and effect relationship, as well as reflective and creative writing pieces. Students will also conduct research for an oral presentation.

Language Arts 7

Students will develop a critical foundation in reading and writing narrative, informational, and argument texts. Through analysis and production of texts in these three modes, students become more adept readers, thinkers, and writers. Across the year, they come to understand the distinctions between narrative, informational, and argument texts by studying fiction and nonfiction in a variety of formats and developing a more thorough understanding of audience and purpose when both reading and writing. Each unit's methods encourage students to be independent, engaged and empowered learners who value close reading, idea generation, drafting, and revision individually as well as collaboratively. The first two units facilitate the use of the notebook for close reading and generative writing of narrative in addition to developing the classroom writing community. The focus on understanding and using the elements of argument underpins three of the units (Argument Paragraph, Literary Essay, and Writing the Argument), supporting students in becoming more competent producers of argument in both written and spoken form. The informational reading and informational essay units steep students in how to critically read nonfiction, as well as analyze and use text structures, central ideas, and supporting details to craft an informational text.

Language Arts 8

Eighth-grade students will develop a critical foundation in reading and writing narrative, informational, and argument texts. Through analysis and production of texts in these three modes, students become more adept readers, thinkers, and writers. Across the year, they come to understand the distinctions between narrative, informational, and argument texts by studying fiction and nonfiction in a variety of formats and developing a more thorough understanding of audience and purpose when both reading and writing. Each unit's methods encourage students to be independent, engaged and empowered learners who value close reading, idea generation, drafting, and revision individually as well as collaboratively. The first two units facilitate the use of the notebook for close reading and generative writing of narrative in addition to developing the classroom writing community. The focus on understanding and using the elements of argument underpins three of the units (Argument Paragraph, Literary Essay, and Writing the

Argument), supporting students in becoming more competent producers of argument in both written and spoken form. The informational reading and informational essay units steep students in how to critically read nonfiction, as well as analyze and use text structures, central ideas, and supporting details to craft an informational text.

Encore ELA

In Encore English Language Arts students will receive additional ELA instructions and intervention to support them in being successful as readers and writers. This class will use a reduced student-to-teacher ratio and allow for a more targeted and individualized approach to supporting students who are behind grade level in English Language Arts.

Journalism

Journalism is an elective course where students will learn the fundamentals of newspaper production. Journalism students will also be given the opportunity to control, create, and produce the content for the school's newspaper. In addition to learning journalistic writing, AP style, interview techniques, and other best practices, students may also learn the ethics, law, and history of journalism. However, the majority of the coursework for the class will include reporting, interviewing, writing, editing, teamwork, and publication management. Students will also learn the art of photography, videography and video editing, as well as having opportunities to be either behind or in front of the camera as a broadcaster or reporter.

ELL

A student identified as speaking a primary or home language other than English is potentially eligible for ELL/ESL/ELD services.

This course introduces students to basic structures and vocabulary of the English language through the skills of listening, speaking, reading, and writing.

Students learn strategies in order to advance their listening, speaking, reading, writing and pronunciation skills.

Science

Science 6

Students will be able to practice scientific reasoning through constructing models, forming questions, and executing and evaluating scientific investigations. Students will be able to describe forces and their interactions, explore energy and its transfer, examine ecosystems and their energy dynamics, and analyze how systems of the Earth function together. Students will build their understanding of scientific processes, use engineering practices, and build connections through previously learned cross-topical concepts.

Science 7

Students will be able to practice scientific reasoning through constructing models, forming questions, and executing and evaluating scientific investigations. Students will be able to explore waves and their applications in informational transfer, examine the organization of life from cells to organisms, analyze heredity and genetics, as well as describe Earth's place in the universe. Students will deepen their understanding of scientific processes, use engineering practices, and build connections through previously learned cross-topical concepts.

Science 8

Students will be able to practice scientific reasoning through constructing models, inquiry, and multiple trials and evaluations of scientific investigations. Students will be able to describe the properties of matter and their interactions, analyze the results of interactions between the hydrosphere and atmosphere, explore human impact on Earth's environment, and examine biological unity and diversity. Students will augment and enrich their understanding of scientific processes, use engineering practices, and build connections through previously learned cross-topical concepts.

Accelerated Science 8

Students in this course will experience Science 8 curriculum through a challenging and rigorous approach, due to its faster pace, deeper content exploration, and student-directed learning opportunities. Students will compete in the Tri-County STEM Fair and other extra-curricular science learning opportunities. Students will be able to practice scientific reasoning through constructing models, inquiry, and multiple trials and evaluations of scientific investigations. Students will be able to describe the properties of matter and their interactions, analyze the results of interactions between the hydrosphere and atmosphere, explore human impact on Earth's environment, and examine biological unity and diversity. Students will augment and enrich their understanding of scientific processes, use engineering practices, and build connections through previously learned cross-topical concepts.

Mathematics

6th grade Math

Students will begin the course by building and reinforcing operations using decimals. Students will continue their understanding of fractions by modeling the division of fractions. Students will calculate rates and ratios using real-world situations. Students will apply their knowledge of rational numbers using number lines. Students will then begin to explore basic algebraic and geometry concepts including expressions, equations, inequalities, area of polygons, and volume/surface area of rectangular prisms. Students will end the year with an overview of statistics by learning to describe and summarize numerical data sets. 6th-grade math will enhance a student's understanding of number sense and visual representations of their mathematical practices.

7th Grade Math

Students will explore rational numbers and calculate all four operations with integers. Expressions will be translated between algebraic expressions and words. Students will solve one and two-step equations and inequalities. Rates and proportions will be investigated and applied to solve mathematical problems that appear in real-life situations. Geometric concepts of angle measurements, surface area, and volume will be examined and applied to real-life situations. Students will learn to collect and analyze data with various graphs and statistics.

8th Grade Math

Students will explore and identify number systems and apply operations within those systems. Write, solve, interpret and graph linear equations and systems of equations. Real life scenarios are modeled with equations and systems of equations. Write, solve, interpret, graph, and compare functions. Real-life scenarios are modeled with functions. Students will investigate bivariate data and make calculations and predictions based on the data. Geometric concepts of congruence and similarity, volume, and Pythagorean Theorem are examined. Scientific notation and exponents will be used for calculations.

Algebra I

Students will work with multi-step equations in various forms. Linear and exponential functions will be described in words and other data forms and then written in an algebraic form which will be solved by a variety of established mathematical methods. The student will be able to use tables and graphs as tools to interpret expressions, equations, and inequalities and solve algebraic equations and inequalities. Students will calculate addition, subtraction and multiplication with polynomials. Quadratic equations will be modeled and solved.

Geometry

Students will be able to translate between geometric shapes and algebraic representations. They will use deductive and inductive reasoning in proving geometric properties. Further, students will solve problems using the relationships of congruence, similarity, intersection, parallelism, and perpendicular for appropriate figures in one, two, and three dimensions.

Encore Math

Encore Math is designed to address skill gaps students may have. Assignments are determined by test scores (NWEA, APS) and/or teacher recommendations. The program addresses the needs and operating level of each student and assigns skills to be mastered accordingly. The course is designed as an intervention that complements the classroom instruction, core curriculum, and state standards. The goal of this course is to help each student improve their math skills and gain confidence in their ability.

MS Personal Finance & Career Preparation

Students will explore and gain knowledge in topics such as balancing bank accounts, budgeting, investing, basic financial tracking, how to fill out applications, build resumes, interview for jobs, and career exploration.

Social Studies**6th Grade Social Studies**

Students will learn about the fundamental tools of geography while focusing primarily on the Western Hemisphere. Students will demonstrate geographical knowledge of the United States & Canada and Latin American world regions as well as ancient civilizations of Mesoamerica. Students will also be exposed to introductory concepts of civics and economics.

7th Grade Social Studies

Students will explore major historical events and belief systems from the migrations of early man to 300 B.C.E. They will also encounter the world, both physical and human, as they explore the Five Themes of Geography. From here, they will move on to see how Civics and Economics play a role in their lives.

8th Grade U.S. History

Students will be able to cite key US events from the Road to the Revolution (1763-1776) to Growth in the West (1860 to 1900s) and relate these events to historical developments in other parts of the world. Students will demonstrate knowledge of people, events, ideas, institutions, and movements which contributed to the development of the United States. Students will be able to recognize and identify cultural traditions which are common to the American people and those which complement its diversity.

Foreign Language

8th Grade Spanish

Students become more versed in the structure of the Spanish language as they gain more ability in writing, reading, listening, and speaking. The students continue learning about the culture of the Spanish-speaking people and countries. Students will learn through units covering everyday activities, living environments, free time activities, work around the home, and exploring a town.

MUSIC

Springbrook Band

In this course, students will begin or continue training on an individually chosen instrument. This performance-based class will help students develop a repertoire of techniques and expose them to a wide variety of music. Throughout this course, students will improve tone, posture, and technique. Students will also study new music terms, rhythms, meters, and alternate fingerings. Students will perform a minimum of three concerts.

Maple Band

In this course, students will continue training on an individual instrument. Students will perform in both small and large ensembles. This performance-based class will help students expand their repertoire of techniques and expose them to diverse genres of music. Students will also expand upon their knowledge of rhythm and music theory. Students in the 7th-grade band may choose to perform at solo and ensemble festivals. This ensemble will perform a minimum of three concerts including a performance at the district band festival.

Concert Band

In this course, students will continue training on an individual instrument. Students will perform in both small and large ensembles. This performance-based class will help students expand their repertoire of techniques and expose them to diverse genres of music in order to prepare students for participation in a high school ensemble. Students will also expand upon their knowledge of rhythm and music theory. Students in the 8th-grade band may choose to perform at solo and ensemble festivals. This ensemble will perform a minimum of three concerts, including a performance at the district band festival.

Springbrook Orchestra

This performance-based class allows any middle school student the opportunity to explore music using stringed instruments--violin, viola, and cello. Students interested in playing bass in the future must begin on Cello. As they begin their orchestral adventure, students will learn the skills necessary to perform on their chosen instrument (intonation, rhythm, tone, technique, interpretation) as well as experience a wide variety of repertoire, performances, and creative events. Students will perform at least 3 times outside of the "regular" school day.

Maple Orchestra

The orchestra is for students with at least one year of playing experience, or who are in the 7th grade. This is a course that provides instruction designed to improve and increase playing skills on the violin, viola, cello or bass in a performance-based setting. Students will participate in the Orchestra festival in the spring as well as other large group playing events outside of the regular school day. Students may participate in spring solo & ensemble festival but it is not required. The basics of music theory and history are covered in relation to the music performed in class.

Concert Orchestra

This course is for students that have been playing for at least 2 years. that provides continued instruction on the student's individual stringed instruments and challenges them with skills needed to be learned in preparation for the High School orchestra. Skills such as vibrato, shifting, different finger patterns, and key signatures will be covered. Students will participate in the Orchestra festival, as well as 3-4 concert/clinic opportunities outside of the regular school day. Students may continue to participate in spring solo & ensemble, but it is not required.

Choir (6th-7th-8th)

In this course, students will begin or continue vocal training. Students will study a wide variety of repertoire throughout the year, with emphasis on 2 and 3-part harmony. Students will also focus on the fundamentals of proper vocal techniques, sight-singing, applied music theory, and several styles of music. All students are coached on the art of stage presence and essential criteria in successfully performing a piece of music. Students will participate in the MSVMA festival in March. Students will perform concerts in December, March, and May. Students will prepare for high school choir as they build sight singing skills, knowledge of theory concepts, and work with more challenging vocal repertoire.

PHYSICAL EDUCATION & HEALTH

Physical Education (6th-7th-8th)

Students will be involved in many sports and activities both indoors and outdoors. They will be doing cardiovascular and aerobic activities each day in class. Skills and rules to games such as, but not limited to, football, soccer, basketball, volleyball, bowling, tennis, floor hockey, team handball, and softball will be taught. Students will participate in fitness testing at least twice a year by doing the Fitnessgram Pacer Test and or The Presidential Fitness Test.

MS Advanced Physical Education

The MS Advanced Physical Education Program focuses on basic principles & fundamentals of total athletic development. Weight training, speed & agility, flexibility, and injury prevention will be taught from a beginner level. A Maple Spirit of teamwork will be fostered while athletes work toward achieving personal goals.

ART

6th Grade Art

In 6th grade, students focus on further developing skills, vocabulary, creativity, and concepts of design. Two-dimensional lessons include painting, drawing, and printmaking.

Three-dimensional projects may include functional or sculptural ceramic experiences. Art history, art appreciation, and art criticism are integrated into the class.

7th Grade Art

In 7th grade, students focus on further developing skills, vocabulary, creativity, and concepts of design. Two-dimensional lessons include painting, drawing. Three-dimensional projects may include functional or sculptural ceramic experiences. Art history, art appreciation, and art criticism are integrated into the class.

8th Grade Art

In 8th grade, students continue to develop technique and creative problem-solving skills, as we continue to focus on the elements and principles of art. Two-dimensional lessons include painting, drawing, and mixed media. Three-dimensional projects may include functional or sculptural ceramic experiences. Art history, art appreciation, and art criticism are integrated into the class.

Art Exploration

This course will allow students to further explore their interest in the visual arts. Both 2-D and 3-D art will be completed using a variety of art media. Students will have the opportunity to work on both individual and group projects during this class.

ELECTIVES

Robotics

Allows sixth-grade students to trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects such as drag race cars, spinning signs, and rotating bridges.

Introduction to Computer Science

Designed to be the first computer science course for students who have never programmed before, Introduction to Computer Science is an optional starting point for the PLTW Computer Science program. Students work in teams to create apps for mobile devices using MIT App Inventor®. They explore the impact of computing in society and build skills in digital citizenship and cybersecurity. Beyond learning the fundamentals of programming, students build computational thinking skills by applying computer science to collaboration tools, modeling and simulation, and data analysis. In addition, students transfer the understanding of programming gained in App Inventor to text-based programming in Python® and apply their knowledge to create algorithms for games of chance and strategy.

PLTW

Gateway Course Description: Students will be infused with engineering and testing projects in this classroom. They will use computer simulations to advance their knowledge in aerospace and civil engineering. This class will engage students to design and create a project a week. We will test and build different types of rockets throughout the trimester.

Engineering Essentials course Description: Students explore the breadth of engineering career opportunities and experiences as they solve engaging and challenging real-world problems like creating a natural relief center system or creating a solution to improve the safety and well-being of local citizens.

2024/25 will be Science of Technology (like this year) with the following course description. In Science of Technology (ST) students explore how science impacts the technology of yesterday, today, and the future. Students apply the concepts of physics, chemistry, and nanotechnology to STEM activities and projects, including making ice cream, discovering the properties of nanomaterials, and building roller coasters.

Technology

This course is designed to help students become digitally literate to better meet the demands of the 21st century. It will prepare students to use computer technology in a safe, effective, and creative manner. Students will expand their knowledge of word processing, spreadsheets, online collaboration tools, presentations, web-based applications, and digital media software. Students will establish what it means to be a good, digital citizen. They will learn and apply skills in authentic, integrated ways to solve problems, complete projects, and creatively extend their abilities.

Coding

This engaging, hands-on course introduces 7th and 8th-grade students to the exciting world of computer programming through Scratch. Designed for beginners, this course emphasizes creativity, problem-solving, and logical thinking while helping students build a strong foundation in computational concepts.

Students will learn to create interactive stories, animations, games, and basic applications using visual block coding. By dragging and snapping together code blocks, students will explore core programming principles such as sequencing, loops, conditionals, events, and variables—all without needing to worry about complex syntax.

Academic Center / Study Skills

This course is for students who need extra academic support. The focus of the course is developing positive study habits, test-taking skills, and preparation and completion of work assigned in other courses.

Leadership

The Middle School Leadership class is designed to inspire and equip students with the skills necessary to be effective leaders within their school and community. This course emphasizes the development of personal responsibility, effective communication, collaboration, problem-solving, and ethical decision-making. Through a variety of interactive activities, discussions, and projects, students will explore different leadership styles and learn to apply leadership principles in real-life situations. Key learning objectives: Self Awareness and Personal Growth, Communication Skills, Teamwork and Collaboration, and Problem Solving and Decision Making

6th Grade Seminar

The 6th-grade seminar is a first-quarter course required of all incoming 6th-grade students. Learning includes; how to demonstrate our Maple P.R.I.D.E. characteristics, strategies for being a successful and productive student, what respectful and positive relationships look like between students and also between students and adults, goal setting, and awareness of why school is important for long-term plans, and how students can contribute to ensuring an excellent learning environment at Springbrook Middle School.

Holocaust

This academic elective will give students a basic knowledge of the Holocaust in Europe during World War II. Using the United States Holocaust Memorial Museum website and other resources, students will learn about the rise of fascism through Hitler, the power of institutional discrimination and propaganda, the isolation of targeted populations in the ghettos and in concentration camps, and the stories of survivors.

Holocaust II

Students will engage in stories from the Holocaust. This course will have a more in-depth look at the human stories. Students will examine Holocaust survivor testimony as both personal memories and as well deliberately created historical records, and will evaluate how the Holocaust affected the life of the individual as well as the role of memory in our understanding of history. The class will create a service project.

Creative Writing

Students will explore their creative style and structure preferences by building a portfolio of original work. This work will cover a variety of genres, purposes, and audiences using the writing process and will be shared among peers. Students will also present an original piece of writing at the end of the marking period to their peers and complete final reflective writing.

21st Century Skills

21st century skills are tools that can be universally applied to enhance ways of thinking, learning, working and living in the world. The skills include critical thinking/reasoning, creativity/creative thinking, problem solving, collaboration, communication, technology awareness and coding. Students will explore the world of coding with Sphero, a robotic ball that can be programmed with the use of a smart device. Students will complete a series of labs and activities to learn the basics of coding and programming. Other activities may include Micro Bits, Hour of Code, designing an Interactive Story using Google Slides, discussing texting and email etiquette, and other student prompted topics.

ADRIAN PUBLIC SCHOOLS

Tradition of Opportunities
Future of Possibilities



Adrian High School

Program of Studies

International Baccalaureate Diploma Program



TO THE PARENTS

Parental involvement is an integral part of the scheduling process to ensure that the choices are sound and that they will help your student move towards their chosen career pathway. Careful consideration must be given to both required course selections as well as elective class choices. The requirements are listed on the "Graduation Requirements By Year Of Graduation" chart. If your student is planning on attending college, special attention should be given to the college entrance requirements. Your student's counselor can assist you with this information.

In addition to student choices, **course placements will be determined by test scores, teacher recommendation and recruitment, and class performance.** Be thoughtful in your course selections as there will be limited opportunity for schedule changes.

Special education students with IEP's (Individual Education Plans) will review their course selections during their annual meeting.

STUDENT SCHEDULING PROCESS

The information in this Program of Studies will assist you in making your course selections.

- Read all General Information
- Review the High School Graduation Requirements
- Give careful consideration to your Career Pathway when making elective choices
- **Submit your COURSE SELECTION FORM on time.** A delay in receiving this information may interfere with your chances to get your top elective course choices.
- Be sure to attend your assigned appointment with your counselor to finalize your schedule.

Schedules are provided to each student at the beginning of the school year or upon enrollment. Schedules are based on the student's needs and available class space. Any changes in a student's schedule should be handled through the counselor. Students may be denied course enrollment due to a lack of available space or the need to pass prerequisites. Students are expected to follow their schedules.

COURSE DESCRIPTIONS

This Program of Studies contains short descriptions of courses. The description is summarized as student outcomes and student activities. The outcomes and activities listed are ones intended to help the student make a selection. The outcomes and activities listed are NOT intended to be complete or all inclusive. They are stated only to help you and your student know the essence and direction of the course.

You need to pay special attention to requirements and pre-requisites for each course. Counselors can help guide your selections. You may also consult the Career Pathways Chart on page 8 , as well as your Educational Development Plan (EDP).

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GRADUATION REQUIREMENTS BY YEAR OF GRADUATION

CLASS OF 2025, 2026, 2027(1 course per trimester = .5 credits)

| | CURRICULUM | REQUIRED COURSES |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| 5.5 | ENGLISH | English 9, English 10, English 11, English 12 |
| 5.5 | MATH | Algebra, Geometry, Algebra 2, plus a math or math related course during final year of HS |
| 4 | SCIENCE | Biology, Chemistry or Physics, plus one additional science credits |
| 3 | SOCIAL STUDIES | Civics, Economics, US History and Geography and World History and Geography |
| .5 | PHYSICAL EDUCATION | Physical Education |
| .5 | HEALTH | Health |
| 1 | PERFORMING, APPLIED, OR VISUAL ART | Includes Art, Music, and Tech courses |
| 2 | WORLD LANGUAGE | Spanish, French or approved online language |
| 0.5 | SENIOR SEMINAR | Students that do not take this course due to a scheduling conflict may request a waiver from this class signed by building administrator |
| 11 | ELECTIVES | Electives |
| Total 34 credits | ADDITIONAL REQUIREMENTS <ul style="list-style-type: none"> • A requirement to graduate is attendance as a full-time student for all four years. • Students must take all components of the Michigan Merit Exam. • Students must complete and document 20 hours of community service on their EDP. (this may be waived by High School Principal) • Students must complete an Online Learning Experience by updating their EDP annually. • Students must complete an application to a post-secondary institution. | |

PARENT NOTIFICATION: Parents are notified of their student 's progress regularly through report cards, progress reports and Infinite Campus. Parents will be notified of students potentially short of graduation credit prior to the senior year or early in their senior year.

COURSE REQUIREMENTS: Credit toward graduation is earned by passing individual elective and required courses. Credit is granted upon meeting the minimum requirements/objectives for each course.

GRADUATION: Student progress at the high school level is measured by the number of credits earned. This is a combination of required and elective course work over 4 years.

VALEDICTORIAN/ SALUTATORIAN/ HONOR GRADUATE RECOGNITION: Adrian High School will recognize our Valedictorian(s) as the graduate(s) with the highest grade point average in the senior class. The Salutatorian(s) will be defined as the graduate(s) with the second-highest grade point average. Academically qualified students will be recognized with the following three honor designations; Summa Cum Laude (4.0+ GPA), Magna Cum Laude (3.8–3.99 GPA), and Cum Laude (3.5 – 3.79 GPA. Subject to change per Board Policy.

GRADING SCALE FOR DETERMINING CUMULATIVE GPA:

- 1) All IB class grades will be computed on a 5 point scale, see Board Policy 5413.
- 2) All AP class grades will be computed on a 5 point scale, see Board Policy 5413.
- 3) All other on-line class grades will be computed on a 4 point scale and all Credit Recovery Classes will be graded on a Pass/Fail basis.
- 4) Most Dual Enrollment classes will be computed on a 4 point scale, see Board Policy 5413.

GRADUATION REQUIREMENTS BY YEAR OF GRADUATION

STARTING WITH CLASS OF 2028 (1 course per trimester = .5 credits)

| | CURRICULUM | REQUIRED COURSES |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| 5.5 | ENGLISH | English 9, English 10, English 11, English 12 |
| 5.5 | MATH | Algebra, Geometry, Algebra 2, plus a math or math related course during final year of HS |
| 4 | SCIENCE | Biology, Chemistry or Physics, plus one additional science credits |
| 3 | SOCIAL STUDIES | Civics, Economics, US History and Geography and World History and Geography |
| .5 | PHYSICAL EDUCATION | Physical Education |
| .5 | HEALTH | Health |
| 1 | PERFORMING, APPLIED, OR VISUAL ART | Includes Art, Music, and Tech courses |
| 2 | WORLD LANGUAGE | Spanish, French or approved online language |
| 0.5 | SENIOR SEMINAR | Students that do not take this course due to a scheduling conflict may request a waiver from this class signed by building administrator |
| 0.5 | PERSONAL FINANCE | **Requirement starting with the graduating class of 2028 (can be taken for senior year math or business elective) |
| 11 | ELECTIVES | Electives |
| Total | ADDITIONAL REQUIREMENTS <ul style="list-style-type: none"> • A requirement to graduate is attendance as a full-time student for all four years. • Students must take all components of the Michigan Merit Exam. • Students must complete and document 20 hours of community service on their EDP. (this may be waived by High School Principal) • Students must complete an Online Learning Experience by updating their EDP annually. • Students must complete an application to a post-secondary institution. | |
| 34 credits | | |

PARENT NOTIFICATION: Parents are notified of their student's progress regularly through report cards, progress reports and Infinite Campus. Parents will be notified of students potentially short of graduation credit prior to the senior year or early in their senior year.

COURSE REQUIREMENTS: Credit toward graduation is earned by passing individual elective and required courses. Credit is granted upon meeting the minimum requirements/objectives for each course.

GRADUATION: Student progress at the high school level is measured by the number of credits earned. This is a combination of required and elective course work over 4 years.

VALEDICTORIAN/ SALUTATORIAN/ HONOR GRADUATE RECOGNITION: Adrian High School will recognize our Valedictorian(s) as the graduate(s) with the highest grade point average in the senior class. The Salutatorian(s) will be defined as the graduate(s) with the second-highest grade point average. Academically qualified students will be recognized with the following three honor designations; Summa Cum Laude (4.0+ GPA), Magna Cum Laude (3.8–3.99 GPA), and Cum Laude (3.5 – 3.79 GPA). Subject to change per Board Policy.

GRADING SCALE FOR DETERMINING CUMULATIVE GPA:

- 5) All IB class grades will be computed on a 5 point scale, see Board Policy 5413.
- 6) All AP class grades will be computed on a 5 point scale, see Board Policy 5413.
- 7) All other on-line class grades will be computed on a 4 point scale and all Credit Recovery Classes

Additional information is found in Policy 5409

- will be graded on a Pass/Fail basis.
8) Most Dual Enrollment classes will be computed on a 4 point scale, see Board Policy 5413.

GRADUATION REQUIREMENTS BY YEAR OF GRADUATION

STARTING WITH CLASS OF 2029 (1 course per trimester = .5 credits)

| | CURRICULUM | REQUIRED COURSES |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| 5.5 | ENGLISH | English 9, English 10, English 11, English 12 |
| 5.5 | MATH | Algebra, Geometry, Algebra 2, plus a math or math related course during final year of HS |
| 4 | SCIENCE | Biology, Chemistry or Physics, plus one additional science credits |
| 3.5 | SOCIAL STUDIES | Civics, Economics, US History and Geography and World History and Geography |
| .5 | PHYSICAL EDUCATION | Physical Education |
| .5 | HEALTH | Health |
| 1 | PERFORMING, APPLIED, OR VISUAL ART | Includes Art, Music, and Tech courses |
| 2 | WORLD LANGUAGE | Spanish, French or approved online language |
| 0.5 | SENIOR SEMINAR | Students that do not take this course due to a scheduling conflict may request a waiver from this class signed by building administrator |
| 0.5 | PERSONAL FINANCE | **Requirement starting with the graduating class of 2028 (can be taken for senior year math or business elective) |
| 10.5 | ELECTIVES | Electives |
| Total 34 credits | ADDITIONAL REQUIREMENTS <ul style="list-style-type: none"> • A requirement to graduate is attendance as a full-time student for all four years. • Students must take all components of the Michigan Merit Exam. • Students must complete and document 20 hours of community service on their EDP. (this may be waived by High School Principal) • Students must complete an Online Learning Experience by updating their EDP annually. • Students must complete an application to a post-secondary institution. | |

PARENT NOTIFICATION: Parents are notified of their student's progress regularly through report cards, progress reports and Infinite Campus. Parents will be notified of students potentially short of graduation credit prior to the senior year or early in their senior year.

COURSE REQUIREMENTS: Credit toward graduation is earned by passing individual elective and required courses. Credit is granted upon meeting the minimum requirements/objectives for each course.

GRADUATION: Student progress at the high school level is measured by the number of credits earned. This is a combination of required and elective course work over 4 years.

VALEDICTORIAN/ SALUTATORIAN/ HONOR GRADUATE RECOGNITION: Adrian High School will recognize our Valedictorian(s) as the graduate(s) with the highest grade point average in the senior class. The Salutatorian(s) will be defined as the graduate(s) with the second-highest grade point average. Academically qualified students will be recognized with the following three honor designations; Summa Cum Laude (4.0+ GPA), Magna Cum Laude (3.8–3.99 GPA), and Cum Laude (3.5 – 3.79 GPA). Subject to change per Board Policy.

GRADING SCALE FOR DETERMINING CUMULATIVE GPA:

- 9) All IB class grades will be computed on a 5 point scale, see Board Policy 5413.
- 10) All AP class grades will be computed on a 5 point scale, see Board Policy 5413.
- 11) All other on-line class grades will be computed on a 4 point scale and all Credit Recovery

- Classes will be graded on a Pass/Fail basis.
 12) Most Dual Enrollment classes will be computed on a 4 point scale, see Board Policy 5413.

REQUIREMENTS FOR GRADE ADVANCEMENT

| | | Grade advancement *Credit recovery will be required for graduation | Minimum credits needed at the start of each trimester in order to be on track to graduate |
|------------------------|-----|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Class of 2020/21/22/23 | Tri | | 34 Credits to Graduate |
| <u>Senior Year</u> | 3rd | | 31 |
| | 2nd | | 28 |
| | 1st | 24* | 25 |
| <u>Junior Year</u> | 3rd | | 22 |
| | 2nd | | 19 |
| | 1st | 16* | 16 |
| <u>Sophomore Year</u> | 3rd | | 13 |
| | 2nd | | 10 |
| | 1st | 8* | 8 |

**Grade advancement is determined by total number of classes successfully completed by the end of each year. Students who fail one or more classes may be required to take after-school credit recovery &/or summer school to make up the lost credit. Those who do not meet the minimum credit requirements will not progress to the next grade level. Grade classification will occur prior to the start of the school year. To be reclassified, students must be on track to graduate by the end of the first trimester. Questions or concerns can be addressed with your student's counselor.*

PASS/FAIL REQUIREMENTS

A student who is carrying six classes in a given term may elect to be graded on a pass/fail basis in one class under the following conditions: (1) Passing is defined as a grade of 78% or better (teachers shall maintain normal grade records). (2) Course must be preapproved by the Principal and Counselor. (3) The student must declare, in writing to the teacher, on the first day of attendance that the class is being taken on a pass/fail basis. The purpose of this policy is to encourage students to explore a greater diversity of rigorous subjects without the pressure of grades.

AHS STUDENTS AND CREDIT RECOVERY

A student may enroll in credit recovery classes upon receiving written approval of his/her Counselor and Principal.

TESTING OUT

Any high school student who wishes to test out of a course in which s/he is not enrolled may do so by taking the final examination for the course and achieving at least a 78% or by demonstrating other appropriate measurements of competency. No grade may be earned by testing out of a course; the notation "TO" (Tested Out) - Pass will apply to the transcript of the student who attains a passing grade. An "S" will be entered as a grade for the course. There will be no indicator applied to the transcript of a student who does not attain a passing grade. Credit earned through this process will be counted as part of the credits necessary for Graduation. Credit earned through "testing out" will not be calculated in the GPA calculation. Once credit is earned in a subject area, a student may not receive further credit for a lower sequence course in the same subject area. Applications for "testing out" are due the first full week of June. Credit (no GPA calculation) will be entered on your transcript. See your counselor for additional information.

PERSONAL CURRICULUM

The Board of the Adrian Public School District recognizes that not all students will have career goals which require the same curricular experiences, or may have begun their high school career in a different state or a private school. Similarly, some students with disabilities, or unique circumstances may have differing educational needs and abilities, yet still be able, with appropriate accommodations and supports, to complete the requirements for a high school diploma. In recognizing these differences, the Board will permit students, with administrative approval, to modify the above graduation requirements to meet their particular career goals and learning needs by way of a Personal Curriculum (PC), as permitted by State law. The PC may be requested by a parent, legal guardian, student personnel, or the pupil him/herself if emancipated or of the age of majority. The PC must incorporate as much of the Michigan Merit Curriculum and the Adrian Public Schools Graduation Requirements as is practicable for the pupil, must establish measurable goals and a method for evaluation of whether the pupil is achieving those goals, and must be consistent with the pupil's EDP and, in the case of a student with a disability, must be consistent with the student's IEP. The Superintendent of designee shall establish guidelines for those requesting, devising and granting of PCs, consistent with state law.

EDUCATIONAL DEVELOPMENT PLAN

WHAT IS AN EDP?

An Educational Development Plan is a plan of action in which students identify and record career goals and pathway to achieve personal achievements, work experiences, and much more. The Michigan Curriculum requires an online experience and the EDP fulfills this requirement.

WHAT IS THE PURPOSE OF THE EDP?

The purpose of the EDP is to assist students in developing an ongoing record of career planning that will guide them in taking effective steps to enter or to advance career choices. It is instrumental in their planning of courses for high school and beyond. It provides many resources regarding careers and post-secondary education and training.

WHO SHOULD HAVE AN EDP?

EDP's are required for students in grades 7 through 12.

HOW OFTEN ARE EDP'S UPDATED?

The EDP should be accessed and updated each year. It is designed to be a progression of planning activities as students advance from one grade to the next. When the student graduates, the EDP is still stored in the database and can be accessed by a student at any time.

WHAT IS THE ROLE OF THE PARENT?

Parents/Guardians can help their children discover jobs that relate to their interests and hobbies. They can also create an atmosphere of career awareness in the home and explore training/college preparation needs for various careers. Helping children to understand what they can be is the first piece to the puzzle.

USING CAREER PATHWAYS

"Failure to prepare, is preparing to fail" John Wooden

A pathway is a route taken to a destination. Sometimes pathways are well defined and direct, while other times they can wander and change course. In either case, the more time you spend planning your route, the less likely you will fail. Changing your mind about your future is okay. Pathways should not be viewed as separated tracks that never join. Instead, they are more like the highways on a map, with each one connecting to every other, directly or indirectly, creating many opportunities for you to choose your own route to explore to explore your personal interests and strengths.

The purpose of this booklet is to help students and parents make better decisions when planning for the future. It contains information about classes that a student might take at Adrian High School to better prepare him/her for post-secondary opportunities. This information is for any student whether he/she is thinking about entering the workforce immediately after graduation, attending a technical school or community college, or pursuing a four-year or graduate degree. We encourage each student and parent to review the information in this booklet and use it as a guide to select the best pathway to the future.

Career Pathways & Career Options



Arts & Communications Careers in arts and communications relate to the humanities and to the performing, visual, literary, and media arts.



Business, Management, Marketing & Technology Careers in business, management, marketing, and technology require attention to detail, calculating, coordinating, implementing, and evaluating.



Engineering/Manufacturing & Industrial Technology Careers related to technologies necessary to design, develop, install, or maintain physical systems.



Health Sciences Careers in health sciences are for people who are interested in promoting good health, treating injuries, health conditions, or controlling diseases.



Human Services Careers in human services focus on helping people learn, protect themselves and others, solve problems, and attend to their personal and consumer needs, rights, and responsibilities.



Natural Resources & Agri Science Careers in natural resources and Agri Science are for people who are interested in the environment, how things grow and develop, and the outdoors.

Sample Freshman Schedules

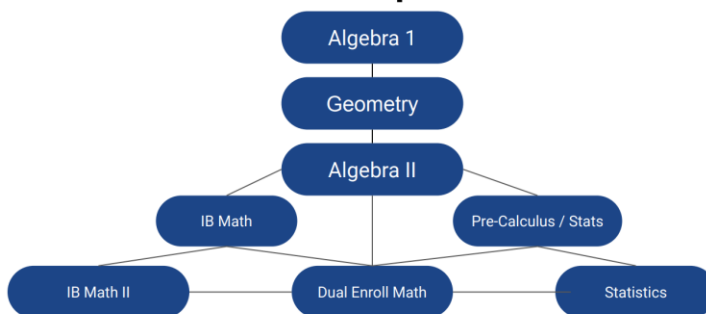
| Freshman Year — Honors/IB/Dual Enrollment | | |
|-------------------------------------------|------------------------|------------------------|
| Trimester 1 | Trimester 2 | Trimester 3 |
| Alg. 1 or Geometry | Alg. 1 or Geometry | Alg. 1 or Geometry |
| Honors English 9 | Honors English 9 | Honors English 9 |
| Elective | Health & Fitness | Elective |
| Honors Biology/Biology | Honors Biology/Biology | Honors Biology/Biology |
| US History A | US History B | US History C |
| Spanish | Spanish | Elective |

| Freshman Year — Music/Art | | |
|-----------------------------|-----------------------------|-----------------------------|
| Trimester 1 | Trimester 2 | Trimester 3 |
| Alg. 1 or Geometry | Alg. 1 or Geometry | Alg. 1 or Geometry |
| Honors/English 9 | Honors/English 9 | Honors/English 9 |
| Health & Fitness | Spanish | Spanish |
| Biology or Physical Science | Biology or Physical Science | Biology or Physical Science |
| Band/Choir/Art & Design | Band/Choir/Art Elective | Band/Choir/Art Elective |
| US History A | US History B | US History C |

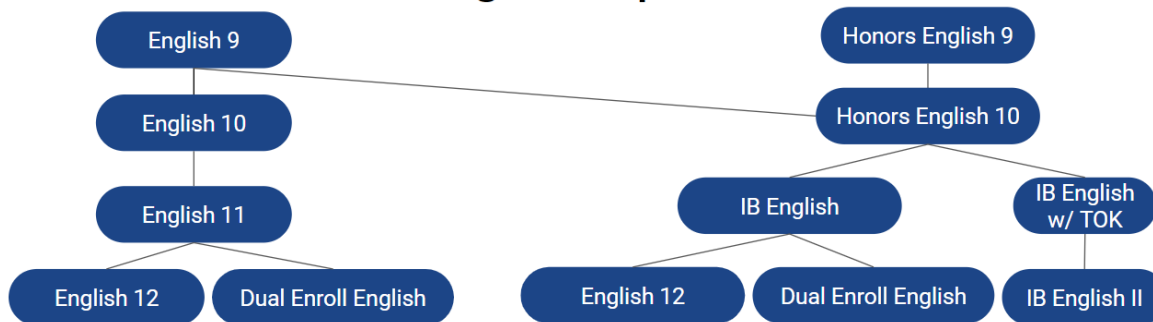
| Freshman Year — Athletics | | |
|-----------------------------|-----------------------------|-----------------------------|
| Trimester 1 | Trimester 2 | Trimester 3 |
| Alg. 1 or Geometry | Alg. 1 or Geometry | Alg. 1 or Geometry |
| Honors/English 9 | Honors/English 9 | Honors/English 9 |
| US History A | US History B | US History C |
| Biology or Physical Science | Biology or Physical Science | Biology or Physical Science |
| Health & Fitness | Advanced Strength & Cond. | Advanced Strength & Cond. |
| Spanish | Spanish | Elective |

Core Class Sequencing

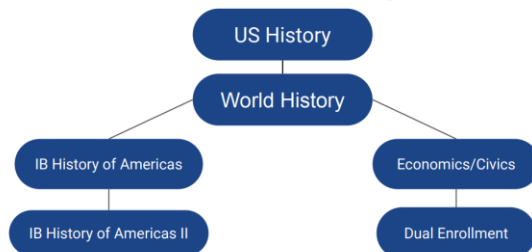
Math Sequence



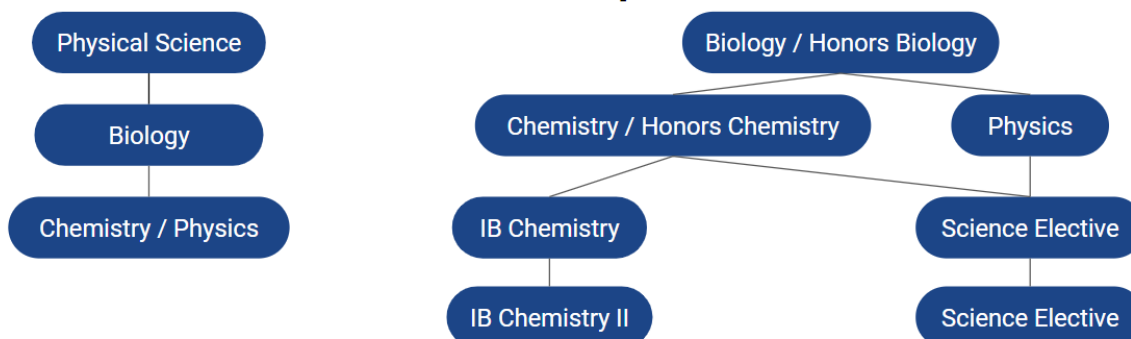
English Sequence



Social Studies Sequence



Science Sequence



VISUAL ART

ART 015 PAINTING

(1 Trimester)

Prerequisite: Art and Design

Students will explore a variety of paint mediums to create two-dimensional works of art.

ART 017 CERAMICS A

(1 Trimester)

Prerequisite: Art and Design

Students will be able to demonstrate a mastery of basic skills using clay and develop an appreciation of clay as an art medium. Students will be introduced to basic clay techniques including surfacing, glazing, and painting. The course will also include some basic sculpture techniques.

ART 018 CERAMICS B

(1 Trimester) Prerequisite: Ceramics A

Students will demonstrate a more difficult and demanding skill set using clay- building on the basic skills learned in Ceramics A. Students will continue to develop ceramic, advanced construction, fire and surfacing techniques. More advanced sculpture techniques will be included.

ART 020 CERAMICS C

(1 Trimester) Prerequisite: Ceramics B

Students will further explore ceramic techniques with hand building or throwing on the wheel. They will need to be self-motivated due to less teacher instruction and more personal investigation and discovery. Students will be encouraged to develop more construction, fire and surfacing techniques.

ART 027 2-D Design A

(1 Trimester)

Prerequisite: Art and Design

Students will participate in exercises which will strengthen their 2-D composition skills. Students will create two-dimensional projects with an emphasis on using a variety of drawing, painting, and mixed media techniques.

ART 028 2-D Design B

(1 Trimester) Prerequisite: 2-D Design A

Students will create two-dimensional projects using advanced drawing, printing, and painting techniques.

ART 029 2-D Design C

(1 Trimester) Prerequisite: 2-D Design B

Students will frequently work independently on two-dimensional projects. The use of materials and mediums will rely on student interest and availability.

ART 031 ART and DESIGN

(1 Trimester)

Students will be exposed to a variety of mediums in art and its history. They will be introduced to the elements of Art: line, shape, form, texture, value, color, and space. Students will investigate through hands-on studio activities to generate creativity and a general knowledge of materials and techniques such as: drawing, painting, printmaking, sculpture, photography, and ceramics

ART 105 Community Art

(1 Trimester)

Art students will partner with our school community, local artists, local organizations and businesses to create art. The students will create work that is collaborative and individual. Students will create art using a wide variety of materials.



VISUAL ART

ART 051 SCULPTURE A

(1 Trimester) Prerequisite: Art and Design

Students will explore three-dimensional art using a variety of mediums such as wire, plaster, cardboard, and found objects. They will investigate sculptural techniques which include additive, subtractive, assemblage and fabrication. Projects will be created around knowledge of art history, the elements of art and the principles of design. They will learn sculptural concepts of freestanding, relief and sculptures in the round. While in class, students will practice safe and responsible use of art media, equipment and studio space.

ART 055 SCULPTURE B

(1 Trimester) Prerequisite: Sculpture A

Students will create sculpture through exploration of materials and found objects. They will select and analyze the expressive potential of sculptural media, techniques and processes. Students will find meaning by analyzing, criticizing and evaluating sculpture, examine the functions of sculpture, interpret sculptures, and learn about careers related to sculpture.

ART 056 SCULPTURE C

(1 Trimester) Prerequisite: Sculpture B

Students will create sculpture that effectively communicates subject matter, metaphor, themes, symbols, or individually conceived content through projects. They will select and analyze personal expressive potential of sculptural media, techniques and processes. Students will discover meaning by analyzing, criticizing, and evaluating themselves and others work.

ART 073 JEWELRY

(1 Trimester) Prerequisite: Art & Design

Students will create jewelry using a variety of mediums. This course teaches students about the design and creation of original jewelry. Basic design skills are taught.

ART 081 Advanced STUDIO ART (Ceramics, Sculpture, 2-D, and Digital Art/Media) (1 Trimester)

Prerequisite: permission from instructor, completed all prior sections of medium of choice

This course is for the serious art student who will work independently with minimum guidance from the teacher. This course is designed for students to further explore in their medium of choice. Students taking this class should be extremely self-motivated and have an interest in creating a large body of work for college portfolio reviews.

ART 103 PHOTOGRAPHY

(1 Trimester) Prerequisite: Art & Design

This course introduces students to the process of creating photography while gaining a greater understanding of the technology available in today's digital world. Students will learn about the importance of shot composition, digital photo editing techniques, online gallery creating, photo critiquing techniques, and digital printing. Students will create a digital portfolio to highlight their work and learn how to take their photography skills to the next level.

SEE PAGE 31 FOR IB VISUAL ART OFFERINGS

SEE YOUR COUNSELOR FOR VISUAL ART DUAL ENROLLMENT OPTIONS

DESIGN (BUSINESS & TECHNOLOGY)

BUS 129/130 MANAGING FINANCES A/B **(2 Trimesters)**

Prerequisite: Algebra 1

Students will explore topics such as budgeting, personal banking, tax returns, investing, planning for retirement, using credit, and making major purchases, such as a home or car.

BUS 137/138 ACCOUNTING A/B **(2 Trimesters)**

Students will learn the basics of accounting by completing the accounting cycle for a small business. Students will learn about debits and credits, journals, ledgers and financial statements along with many additional accounting skills.

BUS 141 MARKETING **(1 Trimester)**

Students will learn the four P's of the marketing world: price, product, place and promotion. Students will learn the psychology of creating "needs" from "wants" and how to target your market. Students will need a solid math foundation to build marketing plans for profitable product.

BUS 175 GRAPHICS & COMPUTER DESIGN **(1 Trimester)**

In this course, students will have an opportunity to use the features of Adobe Photoshop and Flash animation software. They will create a portfolio of projects that include such things as a four-color magazine advertisement, an art print using several different images, effects, layers, a book cover that incorporates type layers and converts type into shapes, a restaurant menu that incorporates photographs and involves image correction, a catalog cover that consists of complex images and involves composition skills, advertising samples, converting line art to color "paintings", creating a photo gallery and at least three different types of animated graphics from original and provided artwork. In order to be successful in this class, students need to be experienced users of Windows software and must have basic keyboarding skills.

BUS 201 INNOVATIVE ENTREPRENEURSHIP

(1 Trimester) Entrepreneurship emphasizes entrepreneurial skills and issues in business creation, innovation, and design. Focus will include the entrepreneur's challenge of building People, Process, and Product capabilities within a start-up or existing organization. Discussion will include small and global organizational models. Students will work with community members and business owners to help develop a complete business plan and learn what it takes to operate a successful business. This course is ideal for both the students who have never had a business course, but want to learn what it's all about, and for the student who has taken other business related classes.

BUS 203 MEDIA PRODUCTIONS **(1 Trimester)**

This course is designed for the entry-level film editing student. Student will also focus on writing news stories, developing digital content, and also performing the broadcast in front of a camera. Students will also be introduced to the world of digital photography. They will have a great understanding of the technology available including shot composition, digital editing techniques, and printing.

BUS 211 DIGITAL SOLUTIONS **(1 Trimester)**

Interested in learning to solve real world problems using digital solutions? Through hands-on activities, students will consider the best ways to find, create, and share information, learn to maximize information and communication technologies, and explore digital content creation, from emails and blogs to social media (simulated), videos, podcasts, and websites.

BUS 221 HUMAN RESOURCE MNGT. **(1 Trimester)**

Course will focus on the functions and evolution of human resource management. With the changing business climate and leadership management, students must have an awareness of how employer-employee relations can create a productive work atmosphere.

SEE PAGE 31 FOR IB DESIGN (BUSINESS & TECHNOLOGY) OFFERINGS.

LANGUAGE AND LITERATURE (ENGLISH)

ENGL 111/112/113 ENGLISH 9 (3 Trimesters)

Students will be able to respond to the structure and function of a variety of literature. They will critique and compare literary selections and make connections to life experiences. Students will also use written language as a tool in all curricular areas for communicating clearly and effectively in a variety of forms for different purposes and audiences. Students will read a variety of short fiction, novels, poetry, and non-fiction text. They will use the writing process to write creative, analytical, comparative, persuasive, and reflective pieces. Students will also conduct research for an oral or written presentation. Students will be expected to create a digital portfolio to use in all future ELA classes.

ENGL 115 ENGLISH FOUNDATIONS (1 Trimester)

Students will build and reinforce the core principles of reading and writing while also learning the soft skills and study skills needed for success inside and outside the classroom. Students will build on foundational reading, writing, and basic academic skills needed for success in high school. Through carefully paced, guided instruction and graduated reading levels, students improve reading comprehension and strategies, focusing on literacy development at the critical stage between decoding and making meaning from text. Instruction and practice in writing skills will help students develop their composition skills in a variety of formats. Also, students will further develop their “soft skills” and “study skills” necessary for lifelong learning success. Skills areas include test taking, time management, organization, speaking and listening, goal setting and more.

ENGL 116 ENGLISH ESSENTIALS

Students will learn essential skills in literature, writing, and communication. Students will respond to, critique, and compare diverse texts, making personal connections. They will utilize written language for effective communication across subjects. Readings will include various genres, and writing covers creativity, analysis, comparison, persuasion, and reflection. Students will conduct presentations. Students enrolled in the course must have previously attempted one trimester of English 9.

ENGL 121/122/123 ENGLISH 9 HONORS (3 Trimesters)

Students will study various genres of text and writing at an appropriate rapid pace. Students will learn to study the literature with a more concentrated and meaningful analysis in an assortment of reading and writing genres such as short stories, informational texts/novels/poetry. Students will also practice proficient comprehension and develop self-guided literary skills to apply in future courses through literary analysis, standardized, oral, media and written assessment as well as discoursing in literature circles, individual and group presentations, Socratic seminars and as discussion leaders. Students will be expected to create a digital portfolio to use in all future ELA classes.

ENGL 211/212/213 ENGLISH 10 (3 Trimesters)

Students will be able to respond to the structure and function of a variety of literary genre. Students will critique and compare literary selections and make connections to life experiences. They will see the documents, stories, and poems of the past that still color the way we view ourselves and the world today. Students will study literature through multiple perspectives and try them out in multi-genre compositions. Students will also engage in reading and writing workshop activities. Students will be expected to make additions and improvements to their digital portfolio.

ENGL 221/222/223 ENGLISH 10 HONORS (3 Trimesters)

The course is designed to familiarize college-bound students with the historical aspects of literature and culture. Students will improve skills in reading and interpreting a wide variety of literature. Students will study historical documents, literary periods and literary genres. Students will develop critical writing skills in a wide range of genres. Students will be expected to make additions and improvements to their digital portfolio.



LANGUAGE AND LITERATURE (ENGLISH)

ENGL 311/312/313 ENGLISH 11 (3 Trimesters)

Students will read contemporary and historical literature as well as informational text in a wide variety of genres. Students will review grammar, punctuation and mechanics for both formal and informational writing. They will apply the writing process by integrating standard English forms. An emphasis is placed on formal essay writing. Students will be expected to make additions and improvements to their digital portfolio.

ENGL 321/322/323 ENGLISH 11 HONORS (3 Trimesters)

Students will read a broad variety of contemporary and classical literature with deeper understanding and analytical focus. Students will experience a range of writing opportunities and create an extensive writing portfolio. They will conduct research for both written and oral presentations. Students will be expected to make additions and improvements to their digital portfolio.

ENGL 411/412 ENGLISH 12 (2 Trimesters)

Students will critically read and analyze both classic and contemporary world literature. Students will refine skills in writing, speaking, and expressing as well as in the effective use of language and the understanding of language variety. The literary genre focus will be on narrative text, literary nonfiction, information/expository text and media. The writing focus will be on writing process strategies, research and inquiry activities, and authentic writing. Listening, viewing, writing, comprehending, and speaking strategies will be developed to meet specific real world and work place needs. Students will engage in goal setting and self-evaluation to assume ownership of academic literary progress. Using a framework of leadership skills, students will apply and extend knowledge and synthesize information and ideas based on the context of a global world. Students will be expected to make additions and improvements to their digital portfolio.



LANGUAGE AND LITERATURE ELECTIVE (ENGLISH)

ENG 253 DEBATE **(1 Trimester)**

Students will be able to actively participate in the listening process by attending to the sender's verbal and non-verbal messages. Students will be able to communicate verbally and non-verbally a clear, appropriate message through logical and ethical means after selecting a purpose, analyzing the audience and choosing appropriate delivery strategies. Students will use the debate topic and develop cases and arguments supported by research. Students will also prepare oral presentations using a wide variety of speaking styles. They may be involved in local, district and state competition.

ENG 259 DRAMA **(1 Trimester)**

Students will learn to use a variety of texts, including folk tales, poetry and scripted scenes for performance. Research, independent reading, outlining and the writing process will be used to locate and prepare texts for performances. After-school rehearsals and performances will be required. Theatre games, improvisation, oral interpretation, and mime will be incorporated into the course.

ENG 264 LITERATURE THROUGH FILM **(1 Trimester)**

Students will explore a variety of contemporary and classical themes in literature through a series of carefully selected films. An emphasis is placed on written comparisons and analytical perspectives. Students will interpret cinematic elements and analyze the way in which film conveys theme, characterization, plot, central image and other aspects of the development of a story. Students will also write and discuss the ways in which visual expression differs from other aspects of interpretation of stories and ideas. Students will be required to read pieces of literature to analyze and discuss.

ENG 269 INDEPENDENT READING **(1 Trimester)**

Students will self-select books in a variety of genres for personal reading. During class, students will read, discuss and journal about the books they have selected. Book projects using multi-media, artistic representation or computer-generated presentations will be required.

ENG 300 MYTHOLOGY **(1 Trimester)**

Students will be introduced to deities and mortals from a wide variety of world cultures. Students will explore holiday traditions, customs and beliefs of the peoples of the Earth- from creation myths to myths of the world's end.

ENG 304 GLOBAL COMMUNICATION **(1 Trimester)**

This course introduces electronic media and technologies in terms of communication. Students will examine how people communicate and how to improve communication skills. Topics include the nature, history, functions, and responsibilities of mass communication industries in a global environment and their role and impact in American society. Students will be responsible for communicating with the school and community via a monthly newsletter and social media. Upon completion, students should be able to demonstrate interpersonal communication skills and have experience with real-world communications that they will use in the future.

ENG 315 Creative Writing/Journalism **(1 Trimester)**

Learn how to captivate your audience and connect with our shared love of memorable cultural events through telling heartwarming, heart pounding significant stories, and investigative reports. Strengthen writing skills by building plots, journalistic research, and crafting narratives about significant events, and study the differences between writing genres such as mystery, science fiction, investigative reporting, sports reporting, and more.

SEE PAGE 31 FOR IB LANGUAGE AND LITERATURE(ENGLISH) AND IB LANGUAGE AND LITERATURE ELECTIVE (ENGLISH) OFFERINGS.

SEE YOUR COUNSELOR FOR LANGUAGE AND LITERATURE (ENGLISH) AND LANGUAGE AND LITERATURE ELECTIVE (ENGLISH) DUAL ENROLLMENT OFFERINGS.

MATHEMATICS

MATH 111/112/113 ALGEBRA 1 **(3 Trimesters)**

Students will be able to translate problems described in words and other data into sentences which will be solved using a variety of established mathematical methods. The student will be able to use tables and graphs as tools to interpret expressions, equations, and inequalities. The student will solve algebraic equations and inequalities.

MATH 116/117/118 ALGEBRA ESSENTIALS **(1 Trimester)**

Students will learn all essential foundational skills in Algebra I such as translating problems described in words and other data into sentences written in algebraic which will be solved by various established mathematical methods. Students enrolled in the course must have previously attempted one trimester of Algebra I.

MATH 115 ALGEBRA FOUNDATIONS **(1 Trimester)**

Students will build and reinforce the foundational math skills typically necessary for success in Algebra 1. They will progress through carefully pace, guided instruction and engaging interactive practice that will mirror the work being done in their Algebra 1 class. Formative assessments will be used to identify areas of weakness and prescribe lessons to improve performance. Also, students will strengthen their “soft skills” and “study skills” necessary for life-long learning success. These focus areas include test taking, time management, organization, speaking and listening, goal setting and more.

MATH 211/212/213 GEOMETRY **(3 Trimesters)**

Students will be able to translate between geometric shapes and algebraic representations. They will use deductive and inductive reasoning in proving geometric properties. Further, students will solve problems using the relationships of congruence, similarity, intersection, parallelism, and perpendicular for appropriate figures in one, two and three dimensions.

MATH 214/215/216 GEOMETRY ESSENTIALS **(1 Trimester)**

Students will learn all essential foundational skills in Geometry such as translation between geometric shapes and algebraic representations. They will use deductive and inductive reasoning in proving geometric properties. Further, students will solve problems using the relationships of congruence, similarity, intersection, parallelism, and perpendicular for appropriate figures in one, two, and three dimensions. Students enrolled in the course must have previously attempted one trimester of Geometry.

MTH 311/312/313 ALGEBRA II **(3 Trimesters)**

Prerequisite: Successful completion of Algebra 1

Students will be able to translate at a higher level of proficiency problems described with words into sentences written in algebraic form which will be solved by a variety of established mathematical methods.

Students will be able to operate on expressions and matrices. They will also be able to solve equations and inequalities. Students will represent and analyze relationships using tables, rules and graphs. They will construct, read and interpret circle graphs, line plots and stem-and-leaf plots along with box plots.

MATHEMATICS

MTH 411/412/413 PRE-CALCULUS (3 Trimester)

Prerequisite: Successful completion of Algebra 2

Students are prepared for two central themes of Calculus: instantaneous rate of change and continuous accumulation. This will be done by viewing these topics in numerical, analytical and graphical approach. These three methods will help students develop a deeper understanding of parent functions, analytical and applications of trigonometry and discrete mathematics. Further, students will be able to use graphing technology to interpret functions, trigonometry, discrete mathematics and the basic introductions of Calculus.

MTH 421/422 SENIOR MATH A and B (2 Trimesters)

Prerequisite: Algebra 2 or permission from instructor

This course is for students who do not feel ready for Pre-Calculus and want to review Algebra, Geometry, and Trigonometry concepts previously taught. In addition to covering topics previously taught students will study Probability, Statistics, and Graph Theory and Consumer Math. Emphasis will be placed on using mathematics in applied situations.

MTH 547/548 STATISTICS (2 Trimesters)

Prerequisite: 12th Grade Students or 11th grade with Administration Approval

Students will review the basics of statistics. Students will use handheld technology to assist their understanding and ability to work and interpret data and data distributions. Statistics acquaints students with the major concepts and tools for collecting, analyzing and drawing conclusions for data. Students will frequently work on projects involving gathering and analyzing real world data. Ideas and computations presented in this course have connections to actual events.

PERFORMING ARTS (MUSIC)

ALL HIGH SCHOOL PERFORMANCE GROUPS ARE BY AUDITION AND DIRECTOR APPROVAL. DAILY PARTICIPATION AND CONCERT PREPARATION ARE SIGNIFICANT FACTORS IN DETERMINING CREDIT AND/OR CONTINUANCE IN THE PERFORMANCE GROUP. ALL STUDENTS ARE EXPECTED TO ATTEND PREARRANGED PERFORMANCES AND ESSENTIAL REHEARSALS. STUDENTS ARE GIVEN ADVANCE NOTICE OF CONCERTS AND REHEARSALS.

MUS 041 MARCHING WINDS and BRASS (1st Trimester)

The marching winds and brass section consist of all AHS students who perform on a flute, piccolo, clarinet, saxophone, trumpet, French horn, trombone, baritone/euphonium, or tuba. Students in this course perform as the marching winds section of the band. Practices/Performances outside of the scheduled school day are required for this course.

MUS 043 MARCHING PERCUSSION (1st Trimester)

The marching percussion section consists of all students who audition and perform on a snare drum, multi-tenor drums, bass drums, cymbals, and mallet percussion instruments such as keyboards and auxiliary percussion. The placement audition takes place in June before the end of school. Practices/Performances outside of the scheduled school day are required for this course.

MUS 052/053 CONCERT BAND (Trimester 2 and 3)

This band is designed to give students another chance to play a band instrument. This course allows music majors a chance to play a different instrument of their choice, if available through the school or by individual purchase. The band will participate in concerts pending the musical progress of the group. There is no limit to instrumentation. This class is offered for two trimesters to allow students who want a chance to play music year-round without having after school responsibilities. Solo and Ensemble is available. Completion of two trimesters may be required for a beginning player to participate in marching band for the next season.

MUS 056/057 SYMPHONY BAND (Trimesters 2 and 3) Prerequisite: permission from instructor

This band is the core of the AHS Bands. Students who want an enjoyable musical experience by being in an environment for building musical skills and techniques for future Wind Ensemble placement will be in this course. District Band Festival is required along with Solo and Ensemble is strongly encouraged. Auditions will be held at the end of the 3rd trimester of the previous school year. Marching Band participation is required.

MUS 091/092 JAZZ BAND (1-2 Trimesters)

Prerequisite: permission from instructor

Students will explore the language, skill, and materials of jazz music through performing a variety of jazz ensemble repertoires. Students will examine cultural and gender aspects of musical expression in the jazz idiom as they relate to composer, artists and history. Members of the jazz ensemble will analyze their art by examining video and audiotapes of their performances along with other performances.

MUS 099 GUITAR (1 Trimester)

This course will provide students with instruction on how to play the acoustic guitar, as well as educate them in music theory and the history of American music as it has evolved over the past 100 years through the medium of the guitar. This course will also include a songwriting/ composition unit with a culminating performance.

MUS 075/076/077 CONCERT CHOIR (3 Trimesters)

Prerequisite: permission from instructor Students will be able to perform as a team in a musical setting, understand details of music theory, recognize and produce good singing, recognize various musical and theatrical styles, illustrate musical ability through solo performance, interpret emotions, words and music into a complete performance.

MUS 080/081/082 BLUE NOTES CHOIR (3 Trimesters)

Prerequisite: permission from instructor

Students will be able to perform as a team in a musical setting, understand details of music theory, recognize and produce good singing, recognize various musical and theatrical styles, illustrate musical ability through solo performance, interpret emotions, words, and music into a complete performance and perform a cappella. Students will practice daily to prepare for various performances throughout the year.

PERFORMING ARTS (MUSIC)

MUS 083/084/085 BEL CANTO (3 Trimesters)

Prerequisite: permission from instructor Students will perform intermediate choral literature in SSA voicing. This course is designed to continue to develop and improve students in the fundamentals of performance with an emphasis on proper vocal technique and music reading. Students will perform at all high school choral events as well as MSVMA District Choral Festival. This ensemble will continue to develop and hone their musicianship as they explore choral music from a variety of different cultures.

MUS 087/088/098 TONES (3 Trimesters) Prerequisite: Permission from instructor

The Tones is an ensemble for students with tenor and bass voices. The goal of this course is to provide students the chance to learn to read music, develop their voices and experience many styles of vocal music. The following vocal/musical skills for ensemble singing will be stressed: proper posture and breathing, proper vocal production, blend and balance, sight-reading proficiency, ear training, expansion of the vocal range, a cappella and accompanied singing, and dynamic nuances through singing 2 – 4 part music. Various languages may be incorporated in the repertoire, designed to challenge and improve the musicianship of every member. The Tones is a group which performs as a stand-alone ensemble as well as part of the Adrian High School mixed (SATB) ensemble: the Concert Choir. Participation in at public performances each trimester, including district and state MSVMA festivals, as well as other public performances is a requirement of this class. Practices/Performances outside of the scheduled school day are required for this course.

MUS 061/062/063 CONCERT ORCHESTRA (3 Trimesters)

The AHS Concert Orchestra is a course mainly for 9th and 10th grade students that provides instruction designed to increase and refine playing skills on stringed instruments in a performance-based setting. Opportunity for learning in large and small ensembles as well as the basics of music theory, history and composition are provided. This course also provides an entry place for students wishing to learn to play the violin, viola, cello or string bass at the high school level.

MUS 065/066/067 SYMPHONY ORCHESTRA (3 Trimesters)

Prerequisite: permission from instructor

The AHS Symphony Orchestra group provides continued instruction on the students' individual stringed instrument as well as challenging large ensemble literature. The areas of teamwork, cooperation and balance will be emphasized. Music theory and history will be covered in relation to the music being performed. This performance-based ensemble will be joined by selected band members throughout the year to perform a wide variety of music repertoire that is available for full orchestra. Students that are members of the Symphony Orchestra may also be part of the AHS ensemble orchestra. This is a student-lead small ensemble that plays at different venues during the year.

MUS 094 KEYBOARDING/PIANO (1-3 Trimesters)

Basic Piano (1, 2, and 3 trimesters) is designed to provide the learner a wide variety of exposure to beginning music making, piano technique, music theory, beginning composition, and music recording. By the end of the 12 weeks, the learner will: 1) Be able to play I, IV, and V chords in the Natural Keys; 2) Play all Natural Scales, and 3) play simple folk songs while accompanying themselves.

This class can be taken each trimester and the student can progress as far as they wish to go. For advanced players, this class may be used to fulfill solo and ensemble requirements and testing out of piano placement into college or university piano programs. The overarching goal is to build piano players to accompany soloists, choirs, pit orchestras, and any other musical need in the Adrian Public Schools Music Program.



SEE YOUR COUNSELOR FOR PERFORMING ARTS (MUSIC) DUAL ENROLLMENT OFFERINGS.

PHYSICAL & HEALTH EDUCATION

PHY 611 FOUNDATIONS OF PHYSICAL EDUCATION (1 Trimester)

Foundations of Physical Education emphasizes health-related fitness and developing the skills and habits necessary for a lifetime of activity, fitness for enjoyment, challenge, self-expression, and social interaction. This program includes skill development and the application of rules and strategies in (1) Health-Related Fitness Activities, (2) Team Sports (3) Aquatics and (4) Recreational Games. Ongoing assessment includes both written and performance-based skill evaluations. This course will also include a discussion of related careers.

PHY 660 HEALTH & FITNESS (1 Trimester)

This course provides the basis for continued methods of developing knowledge, concepts, skills, behaviors, and attitudes related to student health and well-being. This course includes these major content areas: (1) Growth and Development, (2) Mental and Emotional Health, (3) Community and Environmental Health, (4) nutrition, (5) Family Life, (6) Personal Health, (7) Alcohol, Tobacco, and other drugs, (8) Intentional and unintentional injury, (9) Health Promotion and Disease Prevention, and (10) CPR training. Students explore the effect of health behaviors on the quality of life. This course assists students in understanding that health is a lifetime commitment by analyzing individual risk factors and health decisions that promote health and prevent disease. Students will also focus on basic fitness principles to maintain a healthy lifestyle. This class fulfills the Health requirement for graduation.

PHY 612 INTRODUCTION TO STRENGTH AND CONDITIONING (1-3 Trimesters)

Prerequisite: Foundations of Physical Education

The Introduction to Strength and Conditioning (ISC) Program focuses on basic principles & fundamentals of total athletic development. Weight training, speed & agility, flexibility and injury prevention will be taught from a beginner level. A Maple Spirit of teamwork will be fostered while athletes work toward achieving personal goals.

PHY 671/672/673 ADVANCED STRENGTH AND CONDITIONING (3 Trimesters)

Prerequisite: Introduction to Strength and Conditioning

This Advanced Strength and Conditioning course is designed for students participating in competitive sports. It features instruction in the techniques of weight training and conditioning as they pertain to athletic competition. This course involves a physically demanding program of weight training and fitness activities designed to enhance speed, agility, flexibility, jumping, coordination, injury prevention as well as nutrition and fitness terminology. Students undergo periodic strength and fitness tests and student performance goals are developed each trimester. A cloud-based S&C program is incorporated to track weekly progress.

PHY 631/632/633 TEAM SPORTS (3 Trimesters)

Prerequisite: Foundations of Physical Education

Students will play a variety of competitive team sports including basketball, volleyball, soccer, modified rugby and football, kickball, ultimate frisbee, team handball, floor hockey and others. Cardiovascular activities and stretching are included daily. Students will have to research and present rules for at least one sport and will have a written exam on the rules of all sports learned. After successfully passing the course students may choose to take it again.

PHY 618 LIFETIME ACTIVITIES (1 Trimester)

This course is designed to encourage and motivate students to maintain a lifestyle that promotes healthy and beneficial activity. The course is designed to instruct you in activities that will provide a foundation for a healthy, physically active lifestyle. Activities may include: aerobics, jogging, Zumba, yoga, Pilates, aqua aerobics, and other low impact exercises.

PHYSICAL & HEALTH EDUCATION

PHY 608 DANCE I (1 Trimester)

This course is designed for all students, including those with no prior dance experience and those with differing degrees of formal dance training. Students begin by exploring how dance communicates meaning and connects to health and well-being. They begin to understand themselves as dancers through learning the sequence of events in a typical dance class. This includes: proper etiquette, the importance of stretch and strengthening, basic skills associated with various dance styles, learning and performing choreography, and effectively communicating their thoughts and feelings through dance.

PHY 671 LIFEGUARD CERTIFICATION (1 Trimester)

The purpose of this course is to equip high school students with the knowledge, skills, and confidence necessary to prevent, recognize, and respond to aquatic emergencies. Through a combination of classroom instruction, hands-on practice, and physical skill development, students will learn lifesaving techniques, CPR/AED usage, first aid, and effective surveillance strategies. This course aims to prepare students for American Red Cross Lifeguard certification and potential employment in aquatic safety while fostering responsibility, teamwork, and leadership in a professional lifeguarding environment.

Students who successfully complete all course requirements, including skill assessments and written exams, will receive an American Red Cross Lifeguard certification, valid for two years

Physical Prerequisites:

- Must be at least 15 years old
- Must have advanced swimming skills to pass a 300-yard swim test without stopping, using front crawl, breaststroke, and sidestroke

PHY 609 YOUTH COACHING AND OFFICIATING (1 Trimester) Prerequisite: Foundations of Physical Education

The Youth Coaching and Officiating Course covers a wide range of important topics to help you become the best coach you can be for your young athletes. Whether you are new to coaching or have years of experience, you'll gain valuable knowledge on a variety of aspects related to the challenging task of coaching children and helping each youngster have a rewarding experience. Some of the topics addressed include: What it means to be a coach, Youth sports violence, Conducting practices, Game day, Injury Prevention, Nutrition and Hydration. The officiating portion of this course will review all rules and regulations of each major youth sport.

PHY 619 Adult and Pediatric First Aid/CPR/AED (1 Trimester)

This elective course equips students with essential first aid, CPR, and AED skills to effectively respond to medical emergencies. Through American Red Cross training, students will learn to assess emergency situations, administer immediate care, and determine when advanced medical assistance is required. Upon successful completion of all course requirements, including written and skills assessments, students will earn a nationally recognized American Red Cross certification, valid for two years.

Per the Good Samaritan Law, for example, health experts who administer medical techniques, such as CPR or AED to save lives are usually protected against negative legal proceedings when no compensation is expected. This is a clear example of the value of studying a standard BLS course, even if you're not required to. The course provides profound instruction for medical workers that often use the field in the real world.

Basic First Aid will also be taught. Certifications available for each lifesaving component.

This class does not fulfill the PE Gradation Requirement

SCIENCE

SCI 111/112/113 PHYSICAL SCIENCE **(3 Trimesters)**

Students will be able to practice scientific reasoning through the design, execution and evaluation of chemical investigations. Students will describe physical and chemical properties and changes according to kinetic molecular theory. Each trimester will cover one specific course topic: Earth Science, Chemical Science and Physical.

SCI 211/212/213 BIOLOGY **(3 Trimesters)**

Students will connect cell function to systems to interrelationships between organisms and the environment. They will learn to describe how genetic material is passed from parent to offspring and how new traits arise in a population. Students will read extensively, take notes, solve problems, conduct laboratory investigations, do projects and apply knowledge to real world situations.

SCI 221/222/223 HONORS BIOLOGY **(3 Trimesters)**

Prerequisite: 8th Grade Honors Science Students will enhance their learning of basic Biological principles through the use of Inquiry Learning, analysis of current Biological breakthroughs/research, & training in proper laboratory usage/procedures. Student assignments will require problem-solving and independent thinking, and an emphasis will be on connecting current Biological possibilities with their lives and futures.

SCI 311/312 CHEMISTRY A/B **(2 Trimesters)**

Students will listen to lecture, take notes and conduct laboratory investigations. They may also do projects and do some research. The emphasis will be on problem-solving and the use of laboratory techniques as a tool to discover and/or verify principles. Topics covered include atomic structure, periodic table, balancing equations, acid-base reactions and equilibrium.

SCI 321/322 HONORS CHEM A/B **(2 Trimesters)**

Prerequisite: Concurrent with Algebra 2 or Teacher Approval

Students will listen to lecture, take notes and develop independent thinking in the process of problem-solving and in the use of the laboratory as a tool of discovery. The student will be expected to read, solve problems and analyze data independently outside of the classroom.

SCI 331/332 PHYSICS A/B **(1 or 2 Trimesters) Prerequisite: C or better in Algebra 1**

A more conceptual form of physics that includes the study of forces, motion, Newton's Laws, projectiles, work, momentum, simple machines and equilibrium through the use of hands-on activities, computer simulations and class projects. The second trimester is a continuation of the concepts from Physics A that includes the study of waves, fluids, light, sound optics, electricity, magnetism and circuits through the use of hands-on activities, computer simulations and class projects.

SCI 702 ENVIRONMENTAL SCIENCE **(1 Trimester)**

This course will allow students to analyze the state of the environment and the impact of natural and manmade processes on the Earth. It will address the human impact on the environment and the changes being made to preserve our planet and the life on it.

SCI 800 ZOOLOGY **(1 Trimester)**

Students will be provided the opportunity to work to learn the various phyla in the Animal Kingdom, focusing on anatomy, physiology, habitats and ecological interactions. Anything from flatworms to mammals, students will discuss how each phyla participate in the Biological component of the world. Students will learn how to improve their research skills while collaborating with others and also work independently.

SCI 709 ASTRONOMY **(1 Trimester)**

Students will learn to describe the motions of the earth, moon, sun, stars and galaxies. They will compare our sun to other stars and star systems. Students will also learn the difference between natural and artificial satellites and the importance of each group. They will conduct investigations, read, take notes, solve problems, do projects, observe stars and basic constellations and apply knowledge to real world situations.

SCIENCE

SCI 711 CURRENT TOPICS IN SCIENCE **(1 Trimester)**

Students will analyze contemporary events with respect to science, while making reasoned decisions about matters of public concern. Students will be involved in group discussions, read and evaluate current scientific information in printed materials and the internet, develop and give oral presentations and do research about scientific topics.

SCI 751 CHEM TECH **(1 Trimester)**

Students will conduct laboratory investigations, reading, note-taking, solving problems, various projects and applying knowledge to real world situations, while learning the chemistry world in Lenawee County. Students will be able to demonstrate interview skills.

SCI 771 HUMAN ANATOMY & PHYSIOLOGY A **(1 Trimester) Prerequisite: Biology**

Students will be able to define and analyze the functions of main organs of the human body, including the following systems: Integumentary, Skeletal, Muscular, Circulatory and Respiratory. Students will study in detail five of the ten systems of the human body. Students will conduct laboratory investigations including dissection, use audiovisuals, write/read/discuss essays describing the human body.

SCI 747 INTRODUCTION TO ROBOTICS **(1 Trimester)**

This STEM course will advance students' prior knowledge in the areas of engineering, mechanics, design, and computer programming. Throughout the course, students will participate in a team-based structure to build robots that will compete in a game experience. While building the robots, the engineering design process will be emphasized due to new challenges that will occur throughout the game season requiring teams to redesign their robot.

SCI 748 ROBOTICS **(1 Trimester) Prerequisite: Introduction to Robotics**

This STEM course will advance students' prior knowledge in the areas of engineering, mechanics, design, and computer programming. Throughout the course, students will participate in a team-based structure to build robots that will compete in a game experience. While building the robots, the engineering design process will be emphasized due to new challenges that will occur throughout the game season requiring teams to redesign their robot.

SCI 781/782/783 INTRODUCTION TO ENGINEERING DESIGN **(1-3 Trimesters)**

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3-D modeling software, and use an engineering notebook to document their work.

SCI 787/788/789 INTRODUCTION TO COMPUTER SCIENCE **(3 Trimesters)**

Designed to be the first computer science course for students who have never programmed before, Introduction to Computer Science is an optional starting point for the PLTW Computer Science program. Students work in teams to create apps for mobile devices using MIT App Inventor®. They explore the impact of computing in society and build skills in digital citizenship and cybersecurity. Beyond learning the fundamentals of programming, students build computational thinking skills by applying computer science to collaboration tools, modeling and simulation, and data analysis. In addition, students transfer the understanding of programming gained in App Inventor to text-based programming in Python® and apply their knowledge to create algorithms for games of chance and strategy.

SCI 775 The Science of Forensics

Using real-life scenarios, students will learn the science of criminal investigations, including DNA and blood spatter forensics. Students will follow the pathway of someone who is deceased, whether by accidental/homicide/natural causes. Students will learn to read autopsy reports, create autopsy drawings, and to evaluate evidence from crime scenes. Students can practice their artistry with guest speakers and field trips

SEE PAGE 31 FOR IB SCIENCE OFFERINGS.
SEE YOUR COUNSELOR FOR SCIENCE DUAL ENROLLMENT OFFERINGS.

INDIVIDUALS & SOCIETIES (SOCIAL SCIENCE)

SOC 211/212/213 US HISTORY **(3 Trimesters)**

Students will be able to cite key US events from the Industrial Period to the present and relate these events to historical developments in other parts of the world. Students will demonstrate a knowledge of people, events, ideas, institutions and movements which contributed to the development of the U.S. Students will be able to recognize and identify cultural traditions which are common in the American people and those which complement its diversity.

SOC 231/232/233 AP US HISTORY **(3 Trimesters)**

This course will encompass the study of US History from 1877 times to the present. Students will be expected to engage in examining primary source documents as well as completing several essays and projects. Students will interpret, analyze, compare and contrast different historical events while making an application to current events. This course is designed to be equivalent to a college level introductory course and will prepare students for IB Diploma Programme Social Studies.

SOC 807 CIVICS **(1 Trimester)**

A student will be able to describe how citizens organize their governments. Students will demonstrate knowledge of the meaning and origins of democratic values and explain how the political system provides for the exercise of power.

SOC 809 ECONOMICS **(1 Trimester)**

Students will explore the impact of economic choices of individuals, businesses and governments. They will study different economic systems, the role of government in the national and international economy, and the effect of globalization in the world market. Students will participate in small and large group activities and create an interactive notebook.

SOC 811 WORLD HISTORY A **(1 Trimester)**

Students will survey major historical events, beliefs, institutions and the arts from the Renaissance through the Enlightenment and relate basic principles to the modern world. The students will identify important events, personalities and philosophers through the Age of Napoleon.

SOC 812 WORLD HISTORY B **(1 Trimester)**

Students will examine the impact of the Industrial Revolution, Darwin's ideas, Capitalism and Communism on the modern world. Students will identify important events, personalities and concepts which affect us to this day

SOC 835 HISTORY OF WAR & CONFLICT **(1 Trimester)**

Students will learn about the nature of human conflict and warfare. The course focuses on the following aspects of human conflict: the causes and outcomes of conflict/warfare, the nature and role of leadership in conflict/warfare, along with the strategies of conflict/warfare. Students will utilize a variety of historical documents and mediums.

SOC 836 LAW AND SOCIETY **(1 Trimester)**

Students will learn about the aspects of law that might be encountered during life. Individual rights and how they work in today's society will also be covered. It is more geared towards real world situations than Civics, but also reinforces many Civics concepts.

INDIVIDUALS & SOCIETIES (SOCIAL SCIENCE)

SOC 810 HISTORY OF SPORTS IN AMERICA

(1 Trimester)

This course will explore the development and movements found within the area of sports since 1865 in the United States. Units of study include: a chronological history of sport in America, sport sociology, economics of sport, ethics in sport, adolescent and youth sports. Students will participate in a wide range of activities with a culminating presentation at the end of the trimester.

SOC 853 SOCIOLOGY

(1 Trimester)

A student will investigate social interaction between individuals and groups in society. Students will be able to discuss culture, status, adolescence, deviance and gender differences. The class will include small and large group activities, an interactive notebook and two formal papers.

SOC 857 PSYCHOLOGY

(1 Trimester)

A student will be able to identify four basic concepts to psychology and apply these concepts to everyday situations and behaviors. Students will develop awareness of the theories of personality and apply these theories on their own behavior. Students will participate in group activities and group discussions. Two formal papers are required.

SOC 859 CURRENT EVENTS

(1 Trimester)

As a result of their learning, students will be able to analyze contemporary events with respect to historical background, make reasoned decisions about matters of public concern, compare and contrast current events over a period of time and analyze current events in the United States. Students will be involved in group discussions, read and evaluate current magazines and newspapers, develop and give oral presentations, watch news programs and do library research.

SOC 880 Local & Michigan History

(1 Trimester)

This course combines an in-depth exploration of Michigan's rich history with a hands-on investigation of Lenawee County and Adrian's local heritage. Students will delve into Michigan statehood, the history and impact of the Native population, and prominent historical figures who shaped the state. The local component focuses on Adrian Schools, Lenawee County, and the Underground Railroad, offering opportunities for hands-on research, data collection, and family tree projects. Engagement activities include visiting historical sites such as Walker Tavern, Croswell Opera House, the Lenawee History Museum, Oak Grove Cemetery, and the Old Stone Schoolhouse. Guest speakers, including professional historians, will provide additional insights, while field trips, volunteerism, and research projects—like yearbook and alumni association studies—bring history to life. This comprehensive course enables students to experience history as active participants, fostering a deeper understanding of Michigan's heritage and its connection to our local community.

SOC 875 History through Film

(1 Trimester)

Students will analyze how films interpret, distort, or illuminate history, examining their accuracy, bias, and impact on public understanding. Using sources from both the period depicted and the post-period, students will compare historical evidence with cinematic portrayals to assess authenticity and perspective. Through critical engagement with films and primary and secondary sources, we will discuss historical themes, filmmaking techniques, and the role of media in shaping historical narratives.

**SEE PAGE 31 FOR IB INDIVIDUALS & SOCIETIES (SOCIAL SCIENCE) OFFERINGS.
SEE YOUR COUNSELOR FOR INDIVIDUALS & SOCIETIES (SOCIAL SCIENCE) DUAL ENROLLMENT OFFERINGS.**

INTERNATIONAL STUDENT STUDIES

IENG 502/503/504 ENGLISH I (3 Trimesters)

This course will provide students the opportunity to improve and develop skills in all areas of English communication: writing, speaking, listening, reading and viewing. The course will also focus on improving pronunciation and increasing vocabulary.

LANGUAGE ACQUISITION (WORLD LANGUAGE)

FLG 337/338 SPANISH 1 (2 Trimesters)

A student will carry on conversations and complete communication tasks using simple spoken and written Spanish. In addition, they develop listening and reading skills. Through projects students learn about daily life and history of the Spanish people. They also celebrate Spanish and Hispanic cultures. Students are expected to communicate in Spanish during class.

FLG 341/342 SPANISH 2 (2 Trimesters)

Prerequisite: Successful Completion of Spanish 1

A student will expand his/her ability to communicate in Spanish. Oral communication is stressed along with more demands in writing, listening and reading skills. Students will increase their knowledge and appreciation of Spanish-speaking cultures through a variety of projects. Students will be introduced to literary, historical and contemporary materials. Students use only Spanish to communicate in class. Use of English is limited.

FLG 345/346/349/350 Advanced Spanish (4 Trimesters)

Prerequisite: Successful Completion of Spanish 2

A student will strengthen his/her communication skills and develop the writing process to include essays leading to high levels of proficiency in oral and written work in the Spanish language. Reading and cultural activities include a variety of authentic literary, historical, and contemporary materials. Projects and films further develop student interest in Spanish-speaking cultures and the language. The student will study historical periods, literature, Spanish-speaking world cultures and current events. Students use only Spanish to communicate in class. Use of English is limited.

**SEE PAGE 31 FOR IB LANGUAGE ACQUISITION (WORLD LANGUAGE) OFFERINGS.
SEE YOUR COUNSELOR FOR LANGUAGE ACQUISITION (WORLD LANGUAGE) DUAL ENROLLMENT
OFFERINGS.**

SPECIAL PROGRAMS

SNR 012 SENIOR SEMINAR **(1 Trimester)**

This course is designed to help 12th-grade students successfully transition from high school to their next stage of life—whether that be college, work force, or military. Students will engage with guest speakers from higher education institutions, trade schools, various industries, and military branches. A unit on job search skills assists all seniors by creating a resume and 30-second Elevator Pitch, collecting two letters of recommendation, and practicing interview skills by participating in Mock Interviews. Adulting topics such as personal finance and citizenship are covered as well. An ePortfolio is the final project which aids in job searches, college acceptance, and scholarships applications.

ALD 091 BEGINNING LEADERSHIP **(3rd Trimester) Prerequisite: permission from instructor**

Students will study and develop essential leadership skills such as time management, goal setting and team building. Students will be exposed to guest speakers, readings and activities designed to develop these skills.

ALD 093/094 ADVANCED LEADERSHIP **(2 Trimesters) Prerequisite: permission from instructor**

Students will put learned leadership into practice by planning and coordinating school activities such as: Homecoming, Picture Day and the Fall Blood Drive. Activity planning will focus on community service, school spirit and social opportunities. Students must go through an application process in the previous school year.

ACT 010 SAT TEST PREP **(1 Trimester) Prerequisite: 11th Grade**

Most juniors will be expected to take this course designed to improve student performance on the SAT and other standardized tests. Based on previous standardized test scores some juniors will be placed in this course.

SPECIAL EDUCATION

Each qualifying student with an IEP will have an annual meeting to determine a course of study to meet their educational goals. Support will be available in each academic area of need.

ENG 089/090/091 ELL **(3 Trimesters)**

Students will be introduced to the American sound system and quickly expand their working oral vocabulary. This course will equip students to perform vital language-based functions in school and the community.

MATH 011/012/013 MATH 180 **(3 Trimesters)**

See counselor for eligibility requirements. The Math Concepts course is designed to address skill gaps students may have. Assignments are determined by test scores (NWEA, APS) or teacher recommendations or both. The program addresses the needs and operating level of each student and assigns skills to be mastered accordingly. The course is designed as an intervention that complements the classroom instruction, core curriculum, and the state standards. The goal of this course is to help each student improve their math skills and gain confidence in their ability.

ALD 098 YEARBOOK **(1 Trimester)**

Prerequisite: permission from instructor

As a result of their learning, students will be able to evaluate content of photos, design original layouts, apply computer skills for page layout design, apply typesetting measurements and type values, and distinguish between objective and subjective writing. Students will develop editing skills, business management skills and journalism skills. The class is responsible for the production of the yearbook. Yearbook emphasizes photo journalism. It is the combination of photographs and print so that the history of one school year is recorded.

IX 350/351/352 INTRODUCTION TO INDUSTRIAL ARTS **(3 Trimesters)**

Introduction to Industrial Arts provides students with a foundational understanding of woodworking, focusing on safety, tool use, and material selection. Throughout the course, students will learn to measure, design, and construct various wood projects, using hand tools, power tools, and machines. The course also covers wood joinery, assembly techniques, and applying finishes such as paints and polyurethanes. Through hands-on projects, students will develop skills in precision, craftsmanship, and problem-solving.

**SPE451/452/453 Supported Work Experience
(3 Trimesters)**

This course is designed for 11th-grade students with Individualized Education Plans (IEPs). The class focuses on developing critical soft skills necessary for success in the workplace and personal growth. Through targeted instruction and hands-on activities, students will gain skills in communication, teamwork, time management, problem-solving, and adaptability. These foundational skills will help students enhance their employability, increase their self-confidence, and prepare for future career opportunities, including internships, part-time jobs, and post-secondary education or training programs such as Project SEARCH and the Michigan Career & Technical Institute.

Throughout the course, students will engage in interactive lessons, role-playing exercises, and work experiences to foster collaboration and strengthen social skills. By the end of the program, students will be well-prepared to participate in LISD Work Support Services, Direct Work Placements, LISD TECH classes and explore career pathways with the skills needed to thrive in continued educational and work experiences.

ONLINE COURSES

See counselor for eligibility requirements and available courses.

COLLEGE COURSE/ DUAL ENROLLMENT

Dual enrollment is a program where a student has an opportunity to take college courses during their high school career while attending Adrian High School. Adrian Public Schools will pay for the cost of tuition, technology fee, books and student service fee. However, if the student fails, withdraws or does not attend their dual enrollment class, they will be responsible for the entire cost charged/paid by APS. The cost of all other fees are the responsibility of the student/parents, including supplies (unless otherwise indicated). The following are guidelines for dual enrollment, students must have:

Eligibility:

1. 3.0 G.P.A or higher
2. Obtained qualifying composite score on one of the following assessments:
PSAT 8 PSAT 11(CR+M), PSAT 10, SAT (CR+M)
3. Good attendance/passing all AHS classes

Course Selection:

1. Students should check course catalog on-line:
 - Adrian College: See your counselor for updated course catalog
 - Siena Heights: https://mysiena.sienaheights.edu/ics/Course_Availability.jnz
 - Course selected cannot be of religion or a hobby course
 - Course must be a minimum of 2 credits
 - 2 or 3 credit hour classes = 1 period in AHS schedule
 - 4 or greater credit hour classes = 2 periods in AHS schedule
- *request for 4 credit hour to take 1 period must follow procedure
- 9-11th Graders:
1. The Assistant Principal or Counselor will call the parent to notify them of the request & process. (Then follow up with an email stating the process and documenting the phone conversation)
 2. We will need a written plan from the student outlining the remainder of high school classes and college classes throughout high school relating them to the student's indicated possible major.
 3. The parent will need to email/write an email to Administrator requesting their student take a 4-credit hour class in 1 class period instead of 2. They understand the extra workload their student is taking on
- 12th Graders:
1. The Assistant Principal or Counselor will call the parent to notify them of the request & process. (Then follow up with an email stating the process and documenting the phone conversation)
 2. If the path is to a future identified Major -
 - The student will need a written plan outlining the remainder of high school classes and college classes throughout the year and how they relate to possible major.
 3. If completing graduation requirements -
 - The parent will need to email/write an email to Mrs. Fisher requesting their student take a 4-credit hour class in 1 class period instead of 2 to complete graduation requirements. They understand the extra workload their student is taking on.
- Fast Track Classes – only 1 per semester will be permitted and count for 1 period in AHS Schedule
 - Watch for pre-requisites (ex. must have ENGI01 before taking CRJ105)
 - Choose 100 level classes (unless you completed 100 level previously)
 - Do not select a class that includes a lab

Dual Enrollment FYI:

- ⇒ 1st Trimester Freshman are NOT eligible for Dual Enrollment until 2nd Trimester
- ⇒ APS will pay up to 10 Dual Enrollment courses per student
- ⇒ Seniors are permitted to take a dual enrollment English or Math class in lieu of English 12 or math related class for graduation requirement. Juniors may dual enroll in English with administrator approval, but will also be required to take English 11 at AHS.
- ⇒ If your dual enrollment class conflicts with a scheduled class at AHS (you must make arrangements with your AHS teacher regarding assignments/time missed)
- ⇒ Check on Michigan Transfer Agreement website to view if/how course will transfer to the college you are interested in attending in the state of Michigan- <https://www.mitransfer.org/michigan-transfer-agreement>. Also verify with the college you are going to be attending about transfer option if class is taken for high school credit.
- ⇒ If a college class (ex Sociology or Pre-Calc) is offered at AHS you must have taken the class at AHS first.
- ⇒ You will only receive 0.75 credit per college semester or Fast Track Class (1 fast track per semester / 2 fast track per year per period)
- ⇒ All dual enrollment classes taken for high school credit will be on a 5.0 GPA scale with letter grade given.(upon receiving a passing grade)
- ⇒ Siena Heights University, Adrian College, & Jackson College maybe in session during high school breaks (so plan accordingly)

Suggested Courses:

Adrian College: General Psychology, Intro to Sociology, Music Theory I

Siena Heights: Reading and Writing I, Reading and Writing II, Intro to Communications, Intro to Criminal Justice, College Algebra, Music Theory, Intro to Psychology, Intro to Theatre, Intro to Social Work, Intro to Business

Jackson College: Writing Experience 1, Intro to Psychology, Intro to Criminal Justice, College Algebra, Statistics

Jackson College Numeric Grading Scale conversion to APS Letter Grade

| | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|---|
| 4.0 | 3.5 | 3.0 | 2.5 | 2.0 | 1.5 | 1.0 | 0 |
| A+ | A- | B+ | B- | C+ | C- | D | F |

Approved 5.0 Dual Enrollment Class:

- Calculus
- Economics (Macro and Micro)
- Physics
- Chemistry
- Thermo Dynamics
- Human Anatomy and Physiology
- Data Structures
- Algorithms Analysis and Design
- C# Programming

The Dual Enrollment 5-point Request Form is available in the AHS Counseling Office.

College Credit at Adrian High School Through Dual Enrollment

What is Dual Enrollment? The Michigan Department of Education (MDE) defines dual enrollment as a program that allows high school students to take college courses while still in high school. The goal of dual enrollment is to increase the number of students prepared for college and career after graduating from high school. If the necessary requirements are met, Adrian High School will cover the cost of these college courses.

Students will be eligible to take select non-MTA 30 dual enrollment classes after successfully completing **four MTA 30 courses**. This will allow flexibility and open up a broader range of classes designed to align with student interests and their future, specifically those related to their post-secondary pathway.

| MTA 30 | Courses that must be taken at AHS | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| <p>Use the Michigan Transfer Agreement (MTA) to complete at least 30 semester hours of college-level credit, fulfilling a portion of the lower-division general education requirements at participating four-year colleges or universities.</p> <ul style="list-style-type: none"> One course in English Composition A second course in English Composition or one course in Communications One course in Mathematics from one of three pathways: College Algebra, Statistics, or Quantitative Reasoning Two courses in Social Sciences (from two disciplines) Two courses in Humanities and Fine Arts (from two disciplines, excluding studio and performance classes) Two courses in Natural Sciences, including one with laboratory experience (from two disciplines) | CURRICULUM | REQUIRED COURSES TO BE TAKEN AT AHS |
| | ENGLISH | English 9, English 10, English 11, English 12* |
| | MATH | Algebra, Geometry, Algebra 2, Pre-Calculus** |
| | SCIENCE | Biology, Chemistry or Physics, plus one additional science credit |
| | SOCIAL STUDIES | Civics, Economics, US History and Geography, and World History and Geography |
| | PHYSICAL EDUCATION | Physical Education |
| | HEALTH | Health |
| | PERFORMING, APPLIED, OR VISUAL ART | Includes Art, Music, and Tech courses |
| | WORLD LANGUAGE | Spanish or an approved online language |
| | SENIOR SEMINAR | Students who attend the Tech Center for 2 years could request a waiver from this class |
| | <p>*Senior Math and English 12 may be completed through Dual Enrollment with approval from the Building Principal. **Seniors may dual enroll with administrator approval.</p> <p>Link to Complete Adrian High School Graduation Requirements</p> | |

What Courses are Allowable?

Eligible Course – 388.513(1)(d) o Course offered by an eligible postsecondary institution for postsecondary credit.

- Not offered by the eligible student's high school (or unavailable to the student due to an unavoidable scheduling conflict).
- Academic in nature: Normally applies toward satisfaction of [postsecondary] degree requirements. Not ordinarily taken as an activity course. Not a hobby, craft, or recreational course.
- In a subject area other than physical education, theology, divinity, or religious education

Students are allowed to take up to 10 courses. In certain circumstances, students may exceed 10 courses with administrator approval.

CAREER DEVELOPMENT

In order to enter the Tech-Center, a student **MUST SUBMIT AN APPLICATION TO BE APPROVED BY AHS and THE TECH-CENTER.** The student will spend two periods at the Tech-Center in one of two sessions offered in the morning or afternoon. AHS provides transportation to and from the Tech-Center for each session. Special driving permits may be requested for students with extenuating circumstances.

Art & Communication:

- Graphic Imaging Technology**
- Video & Audio Production**

Business, Management, Marketing & Technology:

- Accounting**
- Computer Information Services**
- Computer Programming**
- Culinary Arts**
- Marketing & Entrepreneurship**

Engineering/ Manufacturing & Industrial Technology:

- Automotive Collision Repair & Refinish**
- Automotive Services Technology**
- Building Trades & Construction Careers**
- Engineering, Design & CAD**
- Engineering, Robotics & Emerging Technologies**
- Machining & Computer Aided Manufacturing (CAM)**
- Residential Construction**
- Welding Technology**

Health Science:

- Certified Nurse Aide (CNA)**
- Dental Aide**
- Emergency Medical Technician (EMT)**
- Health Care Careers**
- Nursing Preparation**

Human Services:

- Education Careers**
- Work Experience**
- Public Safety**

Natural Resources & Agriscience:

- Agri-Tech**
- Biochemical Technology**
- Horticulture**
- Sustainable Agriculture & Environmental Science**

Hudson Mechatronics

Addison Firefighter Program

LISD Supported CTE Programs

CTE programs have been established in Lenawee County through collaborative planning among educational leaders and local business and industry partners. These programs are designed to meet the needs of students as well as job forecast demands, with the opportunity to partake in a capstone experience at the LISD TECH Center. As Lenawee County continues to align educational opportunities for students to the ever-growing demands of business and industry, these programs are available to all students countywide will play a role in the goal of meeting the demand for talent in today's workforce.

The Southern Michigan Center for Science and Industry - Located at the Hudson SMCSI building and the Tecumseh Public Schools, the SMCSI provides students the advanced, multi-disciplinary field of engineering that is critical to the modern manufacturing industry. It includes a combination of mechanical and electrical engineering, including hydraulics, pneumatics and robots. Students will have the opportunity to network with industry leaders through a variety of experiences ranging from site tours to apprenticeships.

PLTW Biomedical Science - Located in the Madison School District, the Project Lead the Way Biomedical Science program immerses students in the areas such as human body systems, medical interventions and biomedical innovation. PLTW Biomedical Science empowers students to build knowledge and skills in biomedical science, as well as in-demand, transportable skills like problem solving, critical thinking, communication and collaboration.

Agricultural Sciences - Located at the Sand Creek Community Schools, Agricultural Science courses ranging from Environmental Science, Zoology, Botany, and Leadership offer students the opportunity to partake in a diverse range of agricultural topics and experiences. Through these programs, students have the opportunity to participate in hands-on activities within the classroom and with local leaders in the field of agriculture. These experiences, along with the opportunity to be a member of FFA provide students skills for a capstone experience at the TECH Center or in post-secondary.

WHAT IS INTERNATIONAL BACCALAUREATE (IB)?

DIPLOMA PROGRAMME (DP)

In March of 2010, Adrian High School was authorized as an International Baccalaureate Diploma Programme World School by the International Baccalaureate governing body in Geneva, Switzerland. DP is designed as an academically challenging and balance programme of education with final examinations that prepares students, during the junior and senior year, for success at university and life beyond.

DP students study six courses at higher level or standard level. Students must choose one subject from each of groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the experimental sciences and mathematics. The sixth subject may be an arts subject chosen from 6, or the students may choose another subject from groups 1 to 5. In addition, the programme has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding.

Students may enroll for the entire Diploma Program or they may choose to sit for individual IB courses for a certificate. Certificate students will fulfill all of the requirements of the internal IB assessments and sit for the final IB exam in May.

Please see page 30 for DP course descriptions. Contact the Adrian High School DP coordinator for more information.

***For more information about the International Baccalaureate Organization and its programs, visit: www.ibo.org.

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME (DP)

DP core requirements also include:

Creativity, Action and Service (CAS)

One hundred and fifty hours in experiential education is required for the International Baccalaureate Diploma. Students begin work in CAS in the junior year and complete the hours as seniors. Participation in the school's CAS programme encourages students to be involved in artistic pursuits, sports and community service work, thus fostering their awareness and appreciation of life outside the academic area

Extended Essay (EE)

Diploma candidate students are required to write a 4,000 word research-based essay which they will begin the junior year. Working with a teacher mentor/guide they will formulate a research model, draft the essay extensively revise, and prepare a finished paper. The extended essay, with a prescribed limit of 4,000 words, offers students the opportunity to investigate a topic of individual interest and acquaints them with the independent research and writing skills expected at a post-secondary level.

IB Online Courses with Pamoja Education

Certain online DP courses will be offered through Pamoja Education. These courses fulfill DP requirements and begin in the junior year regardless of whether the course is a High Level or Standard Level course. All aspects of DP assessment must be taken as a part of the online course. Courses taken in this way must be approved by the DP Coordinator. Online course selections need to be made at the end of the sophomore year. Please see the DP Coordinator.

Online IB Courses

Group 2

Mandarin *ab initio*
Spanish *ab initio*
French *ab initio*

Group 3

Psychology SL
Business and Management SL/HL
Economics SL/HL
ITGS SL
Philosophy SL

Group 5

Mathematics HL

Group 6

Film SL



INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME (DP)

EXPERIMENTAL SCIENCES- CHEM HL IBSCI 743/744/745 IB CHEM II A/B/C- 12TH

This course will encompass the foundations of chemistry including studies of atomic structure, periodicity, chemical and physical changes, writing and interpreting equations, acid-based chemistry, oxidation-reduction, equilibrium, kinetics, energetics, organic chemistry, along with designing, performing and analyzing common laboratory experiments.

MATHEMATICS- MATHEMATICS

IBMTH 755

IB MATHEMATICS II-A/B/C-12TH

This course concentrates on mathematical applications to real-world occurrences and includes project works and investigative learning. Students entering this course need fundamental skills and knowledge of the basic processes in Algebra, Geometry, Algebra 2 and 1 trimester of Pre-Calculus.

ARTS- VISUAL ARTS HL

IBAC 960/961/962

IB VISUAL ARTS- A/B/C

Students will develop their own body of work which represents individual research and development of artistic expression. Course work and guidance will be provided by the instructor. Students will create works in various media inspired by their own personal research and investigation. The structure of the course is designed to provide students with the opportunities to develop an aesthetic sense, imagination and creativity. Students will work with a variety of visual media limited only by resources available to the individual. An investigative journal is required to be kept by each student for research assignments and individual areas of inquiry. Students who select Visual Arts HL are committing to a two year course.

ENGLISH A: LITERATURE HL WITH TOK

IBENGL 710/711/7112

IB ENGLISH I TOK A/B/C – 11th

IBENGL 810/811/812

IB ENGLISH II TOK A/B/C-12th

The literature course will foster the deep reading of literature based on the craft and art of works that promote an international awareness and a deeper understanding of one's own language. The study of works in translation, as well as those written in a student's mother tongue, allows for the rich exploration and comparison of ideas and concepts that illustrate the global perspectives of literature. Students will develop a broader understanding of the importance of literature as a creative and reflective voice of culture. In this course students will also explore Theory of Knowledge, which encourages students to consider different perspectives, identify areas of knowledge, and explore how they learn. This portion of the class provides the students with the opportunity to develop an awareness of a variety of perspectives.

INDIVIDUALS AND SOCIETIES- HISTORY OF THE AMERICAS/ 20TH CENTURY WORLD HISTORY HL

IBSOC 830/831/832 IB HISTORY OF THE AMERICAS II-A/B/C-12TH

History of the Americas/20th Century World History is a class completed over the time period of the Junior and Senior years. The junior year of the course will cover one trimester and the primary focus will be on the Americas including not only the United States, but the entire Western Hemisphere from the War of 1812 to the present. The three trimesters of the senior year will focus on 20th Century World History with special emphasis on World War II, The Cold War, The Great Depression and the Arab/Israeli conflict. This course will be taught at the level equivalent to that of the freshman/sophomore years in college.

ADVANCED PLACEMENT (AP)

AP Chemistry

SCI 400, 401, 402

(3 Trimesters)Prerequisite: Chemistry

This course provides an in-depth exploration of the fundamental principles of chemistry, including atomic and molecular structure, bonding, and the properties of substances and mixtures. Students will analyze chemical reactions, kinetics, thermochemistry, and equilibrium, gaining insight into the forces that govern chemical processes.

The course also covers acids and bases, thermodynamics, and electrochemistry, emphasizing problem-solving, experimentation, and data analysis. Designed to prepare students for the AP Chemistry exam, this course develops a deep understanding of chemical concepts and their real-world applications.

AP U.S. History

SOC 831, 832, 833

(3 Trimesters)Prerequisite: US History

This course surveys U.S. history from pre-Columbian societies to today, exploring political, social, economic, and cultural developments. Topics include European colonization, the American Revolution, nation-building, expansion, the Civil War, industrialization, global conflicts, civil rights movements, and modern political and technological shifts.

Students will analyze primary and secondary sources, historical debates, and thematic connections across periods.

Emphasizing critical thinking and historical argumentation, this course prepares students for the AP U.S. History exam and a deeper understanding of America's past.

AP English Language and Composition

ENG 500, 501, 502

(3 Trimesters)Prerequisite:

This course focuses on analyzing and constructing arguments through reading, writing, and rhetorical analysis. Students will examine how writers develop claims, organize evidence, and make stylistic choices to persuade diverse audiences. Emphasizing critical thinking and effective communication, students will evaluate multiple perspectives, consider bias, and craft well-supported arguments. Through close reading and analytical writing, this course prepares students for the AP English Language and Composition exam and strengthens their ability to engage with complex texts and ideas.

AP Precalculus

MATH 500, 501, 502

(3 Trimesters)Prerequisite: Algebra 2

This course explores advanced mathematical concepts, including polynomial, rational, exponential, logarithmic, trigonometric, and polar functions. Students will analyze functions through modeling, transformations, and rates of change while deepening their understanding of mathematical relationships.

Emphasizing problem-solving and critical thinking, students will also explore functions involving parameters, vectors, and matrices. This course prepares students for higher-level mathematics, including calculus, by developing analytical skills and mathematical reasoning.

AP Art and Design

ART 500, 501, 502

(3-6 Trimesters)Prerequisite: Art & Design

This course is for students interested in developing their artistic skills and creating a portfolio for submission to the College Board. Students choose from three tracks; 2-D Art and Design, 3-D Art and Design, or Drawing—based on their interests and strengths. Each track emphasizes an inquiry-based process involving practice, experimentation, and revision. In 2-D Art and Design, students work with media such as graphic design, photography, painting, collage, and animation. The 3-D Art and Design track focuses on sculptural and spatial work, including architecture, jewelry, fashion, and interior design. The Drawing track highlights mark-making and visual representation through drawing, painting, printmaking, and related media.

VIRTUAL OR CREDIT RECOVERY CLASSES

VR ALGEBRA I VR GEOMETRY VR ALGEBRA II
VR PRE-CALCULUS VR SENIOR MATH
VR ADVANCED CALCULUS
VR ENGLISH 9
VR ENGLISH 10
VR ENGLISH 11
VR ENGLISH 12
VR ACADEMIC SUCCESS
VR AFRICAN AMERICAN STUDIES
VR ART HISTORY AND APPRECIATION VR BIOLOGY
VR CAREER EXPLORATIONS
VR CHEMISTRY
VR CIVICS
VR CONSUMER MATHEMATICS VR ABINITIO
VR EARTH AND SPACE SCIENCE
VR ECONOMICS
VR HEALTH
VR INTRODUCTION TO SOCIAL MEDIA
VR MUSIC APPRECIATION
VR NATIVE AMERICAN STUDIES: CONTEMPORARY PERSPECTIVES
VR NUTRITION AND WELLNESS
VR PERSONAL FINANCE VR PHYSICAL EDUCATION
VR PHYSICAL SCIENCE
VR PSYCHOLOGY VR SOCIAL ISSUES VR SOCIOLOGY
VR GOVERNMENT
VR US HISTORY
VR WORLD GEOGRAPHY
VR WORLD HISTORY
VR SPANISH 1
VR SPANISH 2

NCAA FRESHMAN ELIGIBILITY STANDARDS

Core Courses

NCAA Division I requires 16 core courses. This rule applies to any student first entering any Division I college or university. See the chart below for the breakdown of this 16 core-course requirement.

NCAA Division II requires 16 core courses. See the breakdown of core-course requirements below.

Test Scores

- **Division I and Division II** you must earn the SAT score matching your core-course GPA on the corresponding Division sliding scale. .
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.

All SAT scores must be reported directly to the NCAA Eligibility Center by the testing agency. Test scores that appear on transcripts will not be used. When registering for the SAT, use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center.

Grade-Point Average

- Only core courses are used in the calculation of the grade-point average.
 - Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
 - Seven of the 10 core courses must be in English, math or natural/physical science
- **Be sure** to look at your high school's list of NCAA-approved core courses on the Eligibility Center's Web site to make certain that courses being taken have been approved as core courses. The Web site is www.eligibilitycenter.org.
- **Division I** grade-point-average requirements are core course minimum of 2.300.
- **The Division II** grade-point-average requirement is a minimum of 2.200.

| DIVISION I |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 16 Core-Course Rule |
| 16 Core Courses: 4 years of English. 3 years of mathematics (Algebra I or higher). 2 years of natural/physical science (1 year of lab if offered by high school). 1 year of additional English, mathematics or natural/physical science. 2 years of social science. 4 years of additional courses (from any area above, foreign language or nondoctrinal religion/philosophy). |

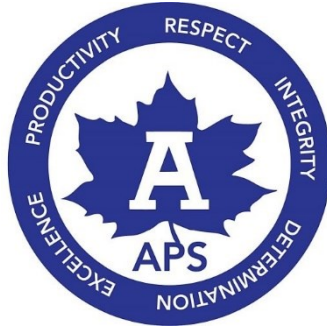
| DIVISION II |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 16 Core-Course Rule |
| 16 Core Courses: 3 years of English. 2 years of mathematics (Algebra I or higher). 2 years of natural/physical science (1 year of lab if offered by high school). 3 years of additional English, mathematics or natural/physical science. 2 years of social science. 4 years of additional courses (from any area above, foreign language or nondoctrinal religion/philosophy). |

OTHER IMPORTANT INFORMATION

- 16 core courses are required for Division I.
- The SAT combined score is based on the verbal and math sections only. The writing section will not be used.
- SAT scores will be reported directly to the Eligibility Center from the testing agency. Scores on transcripts will not be used.
- Students enrolling at an NCAA Division I or II institution for the first time need to also complete the amateurism questionnaire through the Eligibility Center Web site. Students need to request final amateurism certification prior to enrollment.

For more information regarding the rules, please go to www.ncaa.org.

| NCAA DIVISION I FULL QUALIFIER SLIDING SCALE CORE GRDE-POINT AVERAGE/ TEST-SCORE | | |
|----------------------------------------------------------------------------------------|-----------------------------|---------|
| Core GPA | SAT Verbal and Math ONLY | ACT Sum |
| 3.550 | 400 | 37 |
| 3.525 | 410 | 38 |
| 3.500 | 430 | 39 |
| 3.475 | 440 | 40 |
| 3.450 | 460 | 41 |
| 3.425 | 470 | 41 |
| 3.400 | 490 | 42 |
| 3.375 | 500 | 42 |
| 3.350 | 520 | 43 |
| 3.325 | 530 | 44 |
| 3.300 | 550 | 44 |
| 3.275 | 560 | 45 |
| 3.250 | 580 | 46 |
| 3.225 | 590 | 46 |
| 3.200 | 600 | 47 |
| 3.175 | 620 | 47 |
| 3.150 | 630 | 48 |
| 3.125 | 650 | 49 |
| 3.100 | 660 | 49 |
| 3.075 | 680 | 50 |
| 3.050 | 690 | 50 |
| 3.025 | 710 | 51 |
| 3.000 | 720 | 52 |
| 2.975 | 730 | 52 |
| 2.950 | 740 | 53 |
| 2.925 | 750 | 53 |
| 2.900 | 750 | 54 |
| 2.875 | 760 | 55 |
| 2.850 | 770 | 56 |
| 2.825 | 780 | 56 |
| 2.800 | 790 | 57 |
| 2.775 | 800 | 58 |
| 2.750 | 810 | 59 |
| 2.725 | 820 | 60 |
| 2.700 | 830 | 61 |
| 2.675 | 840 | 61 |
| 2.650 | 850 | 62 |
| 2.625 | 860 | 63 |
| 2.600 | 860 | 64 |
| 2.575 | 870 | 65 |
| 2.550 | 880 | 66 |
| 2.525 | 890 | 67 |
| 2.500 | 900 | 68 |
| 2.475 | 910 | 69 |
| 2.450 | 920 | 70 |
| 2.425 | 930 | 70 |
| 2.400 | 940 | 71 |
| 2.375 | 950 | 72 |
| 2.350 | 960 | 73 |
| 2.325 | 970 | 74 |
| 2.300 | 980 | 75 |
| 2.299 | 990 | 76 |
| 2.275 | 990 | 76 |
| 2.250 | 1000 | 77 |
| 2.225 | 1010 | 78 |
| 2.200 | 1020 | 79 |
| 2.175 | 1030 | 80 |
| 2.150 | 1040 | 81 |
| 2.125 | 1050 | 82 |
| 2.100 | 1060 | 83 |
| 2.075 | 1070 | 84 |
| 2.050 | 1080 | 85 |
| 2.025 | 1090 | 86 |
| 2.000 | 1100 | 86 |



Who is eligible to participate in virtual course offerings provided under Section 21f of the State School Aid Act?

Pupils enrolled in any grade 9-12 in a public local district or public school academy may enroll in a virtual course. This could include pupils who enroll through a district on a part-time basis, such as those participating in a shared time program, as long as all applicable membership requirements are met. Consent of the parent or legal guardian is not required if the pupil is at least age 18 or is an emancipated minor.

NOTES

VISION STATEMENT

Adrian Public Schools will provide dynamic, relevant, and rigorous global curriculum in a safe environment that fosters imagination, problem-solving, teamwork, and innovation to create a collaborative and deliberate learning pathway for each student.

MISSION STATEMENT

In partnership with families and our community, Adrian Public Schools provides a quality education, challenging students to excel academically and inspiring them to become contributing citizens within our diverse, ever-changing society.

Motivation
Achievement
Pride
Leadership
Enthusiasm
Scholarship



Administrative Offices:
785 Riverside Ave., Suite 1
Adrian, MI 49221

Phone: (517) 263-2115
Español: (517) 417-6277
Fax: (517) 265-5381

Adrian Community High School



PROGRAM OF STUDIES

2025-2026

COURSE DESCRIPTIONS

This Program of Studies contains short descriptions of courses. The description is summarized as student outcomes and student activities. The outcomes and activities listed are ones intended to help the student choose their courses. The outcomes and activities listed are NOT intended to be complete or all-inclusive. They are stated only to help you and your student know the essence and direction of the course. You need to pay special attention to the requirements for each course.

TO THE PARENTS

Parental involvement is an integral part of the scheduling process to ensure that the choices are sound and that they will help your student move towards graduation. Careful consideration must be given to both required course selections as well as elective class choices. The requirements are listed on the “Graduation Requirements” chart.

STUDENT SCHEDULING PROCESS

The information in this Program of Studies will assist you in making your course selections. · Read all General Information · Review the Adrian Virtual Graduation Requirements. Schedules are provided to each student at the beginning of the school year or upon enrollment. Schedules are based on the student’s needs. Any changes in a student’s schedule should be handled through the graduation coach or school director. Students may be denied course enrollment due to the need to pass prerequisites. Students are expected to complete their schedules.

PARENT NOTIFICATION: Parents are notified of their student’s progress regularly through report cards, progress reports, and Edmentum online login access.

COURSE REQUIREMENTS: Credit toward graduation is earned by passing individual elective and required courses. Credit is granted upon meeting the minimum requirements/objectives for each course.

GRADUATION: Student progress at the high school level is measured by the number of credits earned. This is a combination of required and elective coursework over four years.

5400 Curriculum, Instruction, and Parent/guardian Involvement

5409 Academic Credits and Graduation

A. Graduation Requirements

A student must successfully complete all graduation requirements to earn a high school diploma. The Superintendent will ensure that the District's required credits and graduation criteria are consistent with state law and annually published in applicable student handbooks.

GRADUATION REQUIREMENTS BY YEAR OF GRADUATION

CLASS OF 2025, 2026, 2027 (1 course per trimester = .5 credits)

| | CURRICULUM | REQUIRED COURSES |
|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| 5.5 | ENGLISH | English 9, English 10, English 11, English 12 |
| 5.5 | MATH | Algebra, Geometry, Algebra 2, plus a math or math-related course during final year of HS |
| 4 | SCIENCE | Biology, Chemistry or Physics, plus one additional science credits |
| 3 | SOCIAL STUDIES | Civics, Economics, US History and Geography and World History and Geography |
| .5 | PHYSICAL EDUCATION | Physical Education |
| .5 | HEALTH | Health |
| 1 | PERFORMING, APPLIED, OR VISUAL ART | Includes Art, Music, and Tech courses |
| 2 | WORLD LANGUAGE | Spanish, French or approved online language |
| 0.5 | SENIOR SEMINAR | Students that do not take this course due to a scheduling conflict may request a waiver from this class signed by building administrator |
| 11 | ELECTIVES | Electives |
| Total 34 credits | ADDITIONAL REQUIREMENTS <ul style="list-style-type: none">• A requirement to graduate is attending full-time for all four years.• Students must take all components of the Michigan Merit Exam.• Students must complete and document 20 hours of community service on their EDP. (this may be waived by High School Principal)• Students must complete an Online Learning Experience by updating their EDP annually.• Students must complete an application to a post-secondary institution. | |

GRADUATION REQUIREMENTS BY YEAR OF GRADUATION
STARTING WITH THE **CLASS OF 2028** (1 course per trimester = .5 credits)

| | CURRICULUM | REQUIRED COURSES |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| 5.5 | ENGLISH | English 9, English 10, English 11, English 12 |
| 5.5 | MATH | Algebra, Geometry, Algebra 2, plus a math or math related course during final year of HS |
| 4 | SCIENCE | Biology, Chemistry or Physics, plus one additional science credits |
| 3 | SOCIAL STUDIES | Civics, Economics, US History and Geography and World History and Geography |
| .5 | PHYSICAL EDUCATION | Physical Education |
| .5 | HEALTH | Health |
| 1 | PERFORMING, APPLIED, OR VISUAL ART | Includes Art, Music, and Tech courses |
| 2 | WORLD LANGUAGE | Spanish, French or approved online language |
| 0.5 | SENIOR SEMINAR | Students that do not take this course due to a scheduling conflict may request a waiver from this class signed by building administrator |
| **0.5 | PERSONAL FINANCE | **Requirement starting with the graduating class of 2028 (can be taken for senior year math or business elective) |
| 10.5 | ELECTIVES | Electives |
| Total 34 credits | ADDITIONAL REQUIREMENTS <ul style="list-style-type: none"> • A requirement to graduate is attendance as a full-time student for all four years. • Students must take all components of the Michigan Merit Exam. • Students must complete and document 20 hours of community service on their EDP. (this may be waived by High School Principal) • Students must complete an Online Learning Experience by updating their EDP annually. • Students must complete an application to a post-secondary institution. | |

EDUCATIONAL DEVELOPMENT PLAN

WHAT IS AN EDP?

An Educational Development Plan is a plan of action in which students identify and record career goals and pathway to achieve personal achievements, work experiences, and much more.

WHAT IS THE PURPOSE OF THE EDP?

The purpose of the EDP is to assist students in developing an ongoing record of career planning that will guide them in taking effective steps to enter or to advance career choices. It is instrumental in their planning of courses for high school and beyond. It provides many resources regarding careers and post-secondary education and training.

WHO SHOULD HAVE AN EDP?

EDP's are required for students in grade 7 through 12.

HOW OFTEN ARE EDP'S UPDATED?

The EDP should be updated each year. It is designed to be a progression of planning activities as students advance from one grade to the next.

WHAT IS THE ROLE OF THE PARENT?

Parents/Guardians can help their children discover jobs that relate to their interests and hobbies. They can also create an atmosphere of career awareness in the home and explore training/college preparation needs for various careers. Helping children to understand what they can be is the first piece to the puzzle.

HOW CAN I LOOK AT MY CHILD'S EDP?

Please contact the school counselor for this information.

USING CAREER PATHWAYS

"Failure to prepare, is preparing to fail." John Wooden

A pathway is a route taken to a destination. Sometimes pathways are well defined and direct, while other times they can wander and change course. In either case, the more time you spend planning your route, the less likely you will fail. Changing your mind about your future is okay. Pathways should not be viewed as separated tracks that never join. Instead, they are more like the highways on a map, with each one connecting to every other, directly or indirectly, creating many opportunities for you to choose your own route to explore your personal interests and strengths.

The purpose of this booklet is to help students and parents make better decisions when planning for the future. It contains information about classes that a student might take at Adrian High School to better prepare him/her for post-secondary opportunities. This information is for any student whether he/she is thinking about entering the workforce immediately after graduation, attending a technical school or community college, or pursuing a four-year or graduate degree. We encourage each student and parent to review the information in this booklet and use it as a guide to select the best pathway to the future.

Career Pathways & Career Options



Arts & Communications Careers in arts and communications relate to the humanities and to the performing, visual, literary, and media arts.



Health Sciences Careers in health sciences are for people who are interested in promoting good health, treating injuries, health conditions, or controlling diseases.



Business, Management, Marketing & Technology Careers in business, management, marketing, and technology require attention to detail, calculating, coordinating, implementing, and evaluating.



Human Services Careers in human services focus on helping people learn, protect themselves and others, solve problems, and attend to their personal and consumer needs, rights, and responsibilities.



Engineering/Manufacturing & Industrial Technology Careers related to technologies necessary to design, develop, install, or maintain physical systems.



Natural Resources & Agriscience Careers in natural resources and agriscience are for people who are interested in the environment, how things grow and develop, and the outdoors.

ENGLISH



ENGLISH 9

English 9 introduces the elements of writing poems, short stories, plays, and essays. Grammar skills are enhanced by the study of sentence structure and style and by student composition of paragraphs and short essays. Topics include narration, exposition, description, argumentation, punctuation, usage, spelling, and sentence and paragraph structure.

ENGLISH 10

This course focuses on using personal experiences, opinions, and interests as a foundation for developing effective writing skills. Skills acquired in English I are reinforced and refined. Literary models demonstrate paragraph unity and more sophisticated word choice. A research paper is required for completion of course. Topics include grammar, sentence and paragraph structure, organizing compositions, and the research paper.

ENGLISH 11

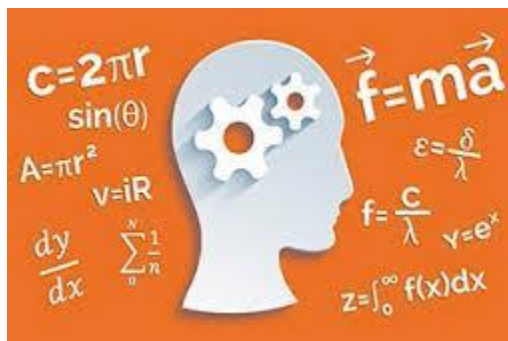
English 11A explores the relation between American history and literature from the colonial period through the realism and naturalism eras. English 11B explores the relation between American history and literature from the modernist period through the contemporary era, and presents learners with relevant cultural and political history. Readings are scaffold with pre-reading information, interactions, and activities to actively engage learners in the content. The lessons in both semesters focus on developing grammar, vocabulary, speech, and writing skills.

ENGLISH 12

Updated May 2025 AP

In keeping with the model established in English 11, these courses emphasize the study of literature in the context of specific historical periods, beginning with the Anglo-Saxon and medieval periods in Britain. Each lesson includes tutorials and embedded lesson activities that provide for a more engaging and effective learning experience. Semester B covers the romantic, Victorian, and modern eras. End of unit tests ensure mastery of the concepts taught in each unit, and exempted pretests allow students to focus on content that they have yet to master.

MATHEMATICS



ALGEBRA 1

A comprehensive study of all of the concepts of Algebra I is required to meet state and Common Core standards. With multiple opportunities for practice and review, students easily master skills including variables, linear equations, quadratic equations, function notation, and exponential functions.

ALGEBRA 2

Algebra 2 expands on the algebraic functions learned in Algebra I by bringing in concepts of linear, quadratic, and simultaneous equations; laws of exponents; progression; binomial theorems; and logarithms. The course units are competency-based. Learners experience new situations, which they practice in a real-world environment and match to previous learning.

GEOMETRY

A comprehensive examination of geometric concepts, each lesson provides thorough explanations and builds on prior lessons. Step-by-step instruction and multiple opportunities for self-check practice develop skills and confidence in students as they progress through the course. The course features animations, which allow students to manipulate angles or create shapes, such as triangles, engage students in learning and enhance mastery. Labs extend comprehension by giving students hand-on experiences.

SENIOR MATH

This course explains how four basic mathematical operations – addition, subtraction, multiplication, and division – can be used to solve real-life problems. It addresses practical applications for math, such as wages, taxes, money management, and interest and credit. Projects for the Real-World activities are included that promote cross-curricular learning and higher-order thinking and problem-solving skills.

PRECALCULUS

Precalculus builds on algebraic concepts to prepare students for calculus. The course begins with a review of basic algebraic concepts and moves into operations with functions, where students manipulate functions and their graphs. Precalculus also provides a detailed look at trigonometric functions, their graphs, the trigonometric identities, and the unit circle. Finally, students are introduced to polar coordinates, parametric equations, and limits.

PROBABILITY AND STATISTICS

This course is designed for students in grades 11 and 12 who may not have attained a deep and integrated understanding of the topics in earlier grades. Students acquire a comprehensive understanding of how to represent and interpret data; how to relate data sets; independent and conditional probability; applying probability; making relevant inferences and conclusions; and how to use probability to make decisions.

INTEGRATED MATH 1

These two semester-long courses are designed to enable all students at the high-school level to develop a deep understanding of the math objectives covered and leave them ready for their

next steps in mathematics. The courses are built to the Common Core State Standards. The three units in Semester A advance students through the study of single-variable expressions to systems of equations, while Semester B covers functions, advanced functions, and concludes with a practical look at the uses of geometry and trigonometry.

INTEGRATED MATH 2

Building on the concepts covered in Integrated Math 1, these courses are based on proven pedagogical principles and employ sound course design to effectively help students master rules of exponents and polynomials, advanced single-variable quadratic equations, independent and conditional probability, and more. Online and offline activities combine to create an engaging learning experience that prepares high school learners for their next step in their studies of mathematics.

INTEGRATED MATH 3

Beginning with the simplification of rational and polynomial expressions, Semester A takes students through the next steps in mastering the principles of integrated math. These two semester-long courses focus on meeting Common Core objectives with engaging and interactive content. Semester B begins with the derivation of the trigonometric formula for the area of a triangle, and proceeds through the use of functions and on developing the critical thinking skills necessary to make logical and meaningful inferences from data.

SCIENCE



BIOLOGY

Students develop a clear understanding of the sometimes-complex concepts at the root of life science. Course units cover genetics and evolution, cell structure, multiple units on the diversity of life and on plant structure and function. For example, the unit on cell structure and specialization drills down into mitosis, meiosis, and cancer and carcinogens.

CHEMISTRY

The course surveys chemical theory, descriptive chemistry, and changes in matter and its properties. Students learn how to classify different states of matter as well as how atoms and compounds are structured. Additional areas of discussion include chemical energetics, measurements, bonding, stoichiometry, ionization, hydrocarbons, oxidation and reduction. A variety of simple lab experiments are included.

EARTH AND SPACE SCIENCE

This course takes an in-depth look at the materials and processes that continuously shape the Earth and the Universe. It explores the effects that a growing human population has on Earth's natural resources and how scientific inquiry, technology, and environmental awareness can help to sustain our planet.

INTEGRATED PHYSICS AND CHEMISTRY

The lessons in this course employ direct-instruction approaches. They include application and Inquiry-oriented activities that facilitate the development of higher-order cognitive skills, such as logical reasoning, sense-making, and problem solving.

LIFE SCIENCE

This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards associated with middle school life science. Content topics include cells and human body systems, structure and functions of living organisms, genes and adaptations, evolution, energy flow in ecosystems, and interdependence of ecosystems.

Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the National Research Council (2006, p. 3).

Lab materials note: All hands-on labs employ relatively-common household materials. Please refer to the Student Syllabus or Teacher's Guide for details on lab materials.

PHYSICAL SCIENCE

This course is all about matter and energy. It discusses the atomic and molecular structure of substances and how chemical reactions lead to changes in properties of substances. The course also models how forces affect the motion of objects, including fields of force such as gravity, electricity, and magnetism. Students will see practical applications of forces and energy as they investigate simple machines, motors, generators, and electromagnets. They will also experience how sound, light, and heat interact with different forms of matter.

PHYSICS

Physics introduces students to the physics of motion, properties of matter, force, heat, vector, light, and sound. Students learn the history of physics from the discoveries of Galileo and Newton to those of contemporary physicists. The course focuses more on explanation than calculation and prepares students for introductory quantitative physics at the college level. Additional areas of discussion include gases and liquids, atoms, electricity, magnetism, and nuclear physics.

SOCIAL STUDIES



CIVICS

Interactive, problem-centered, and inquiry-based, each unit in Civics emphasizes the acquisition, mastery, and processing of information. Every unit features both factual and conceptual study questions. Instructional strategies include Socratic instruction, student-centered learning, and experiential learning. Topics covered range from Basic Concepts of Power and Authority and National Institutions of Government to analyses of society and citizenship.

ECONOMICS

This course covers basic economic problems such as scarcity, choice, and effective use of resources. It also covers topics on a larger scale such as market structures and international trade. It particularly focuses on the US economy and analyzes the role of the government and the Federal Reserve System.

U.S. HISTORY

This course not only introduces students to early U.S. History, but it also provides them with an essential understanding of how to read, understand, and interpret history. For example, the first unit, The Historical Process, teaches reading and writing about history; gathering and interpreting historical sources; and analyzing historical information. While covering historical events from the founding events and principles of the United States through contemporary events, the course also promotes a cross-disciplinary understanding that promotes a holistic perspective of U.S. History.

WORLD HISTORY

Updated May 2025 AP

In World History, learners will explore historical world events with the help of innovative videos, timelines, and interactive maps and images. Learners will develop historical thinking skills and apply them to their study of European exploration, the Renaissance the Reformation, and major world revolutions. They will also study World War I, World War II, the Cold War, and the benefits and challenges of living in the modern world.

U.S. GOVERNMENT

The interactive, problem-centered, and inquiry-based units in U.S. Government emphasize the acquisition, mastery, and processing of information. Semester A units include study of the foundations of American government and the American political culture, with units 2 and 3 covering the U.S. constitution, including its roots in Greek and English law, and the various institutions that impact American politics.

WORLD GEOGRAPHY

In an increasingly interconnected world, equipping students to develop a better understanding of our global neighbors is critical to ensuring that they are college and career ready. These semester-long courses empower students to increase their knowledge of the world in which they live and how its diverse geographies shape the international community. Semester A units begin with an overview of the physical world and the tools necessary to exploring it effectively. Subsequent units survey each continent and its physical characteristics and engage students and encourage them to develop a global perspective.

PHYSICAL EDUCATION AND HEALTH



HEALTH

This course is based on a rigorously researched scope and sequence that covers the essential concepts of health. Students are provided with a variety of health concepts and demonstrate their understanding of those concepts through problem solving. The five units explore a wide variety of topics that include nutrition and fitness, disease and injury, development and sexuality, substance abuse, and mental and community health.

PERSONAL FITNESS

What does being fit really mean? Is it just based on physical appearance or is it something deeper? Though we strive to be healthy and make sensible choices, it's difficult to know how to achieve this. It's not only about losing weight or lifting a heavy barbell; in Personal Fitness you will learn about body functions, safety, diet, goals, and strategies for longevity. Human beings, in both body and mind, are complex and highly sensitive organisms that need the right attention to physically excel and feel great. Being fit is about living life to the fullest and making the most of what you have—yourself! Explore the world of healthy living and see how real fitness can be achieved through intention, effort, and just the right amount of knowledge.

PHYSICAL EDUCATION

This course's three units include Getting Active, Improving Performance, and Lifestyle. Unit activities elevate students' self-awareness of their health and well-being while examining topics such as diet and mental health and exploring websites and other resources. In addition to being effective as a stand-alone course, the components can be easily integrated into other health and wellness courses.

HEALTH AND PERSONAL WELLNESS

This comprehensive health course provides students with essential knowledge and decision-making skills for a healthy lifestyle. Students will analyze aspects of emotional, social, and physical health and how these realms of health influence each other. Students will apply principles of health and wellness to their own lives. In addition, they will study behavior change and set goals to work on throughout the semester. Other topics of study include substance abuse, safety and injury prevention, environmental health, and consumer health.

PERSONAL HEALTH AND FITNESS

This combined health and PE course provides students with essential knowledge and decision-making skills for a healthy lifestyle. Students will analyze aspects of emotional, social, and physical health and how these realms of health influence each other. Students will apply principles of health and wellness to their own lives. In addition, they will study behavior change and set goals to work on throughout the course. Other topics of study include substance abuse, safety and injury prevention, environmental health, and consumer health.

PERFORMING, APPLIED, OR VISUAL ART



ART HISTORY AND APPRECIATION

This course explores the main concepts of art, expression, and creativity as it helps students answer questions such as what is art; what is creativity; and how and why people respond to art. It covers essential design principles such as emphasis, balance, and unity. Units include: Art, History, and Culture; Western and World Art Appreciation; and Art and the Modern World.

MUSIC APPRECIATION

In a time of an increasing emphasis on STEM courses and skills, it remains essential to provide your students with opportunities to explore the arts from both an informational and career-oriented perspective. In Music Appreciation, students will explore the history and evolution of music, learn the elements of music and musical notations, and the contributions of popular music artists and composers. A variety of lessons, activities, and discussions will help to develop an awareness and appreciation of music that will develop not only critical thinking skills, but life enriching skills as well.

WORLD LANGUAGE



FRENCH 1

These courses are based on a researched scope and sequence that covers the essential concepts of French. Class discussions provide an opportunity for discourse on specific topics in French. A key support tool is the Audio Recording Tool that enables students to learn a critical skill for French: listening and speaking. Beginning with learning personal greetings and continuing through practical communications exchanges, French 1B introduces students to the skills necessary to make the most of traveling to French-speaking countries.

FRENCH 2

Each of these semesters is designed to build on the principles mastered in French 1 and use a combination of online curriculum, electronic learning activities, and supporting interactive activities to fully engage learners. Unit pretests, post-tests, and end-of-semester tests identify strengths and weaknesses, helping to create a more personalized and effective learning experience. As with French 1, these 90-day courses emphasize practical communication skills while also building intercultural awareness and sensitivity.

GERMAN 1

As with all Edmentum world language courses, German 1 A and B address two primary issues: providing a meaningful context that encourages learners to think in the target language as much as possible; and introducing grammatical concepts without over reliance on grammatical

analysis. German 1A focuses on communicating basic and practical greetings and personal information. German 1B consists of five units over about 14 weeks, with an emphasis on a variety of practice types throughout the course.

GERMAN 2

According to *The Economist* and the Census Bureau, German-American is America's largest single ethnic group, with over 46 million Americans claiming German Ancestry. German 2 A and B tap into learners' latent interest in their cultural past, present, and future. These courses employ direct-instruction approaches, including application of the target language through activities. Each unit in the course includes a predefined discussion topic. These discussions provide an opportunity for discourse on specific topics in German.

SPANISH 1

Spanish is the most spoken non-English language in U.S. homes, even among non-Hispanics, according to the Pew Research Center. There are overwhelming cultural, economic, and demographic reasons for students to achieve mastery of Spanish. Spanish 1A and B engage students and use a variety of activities to ensure student engagement and to promote personalized learning. These courses can be delivered completely online, or implemented as blended courses, according to the unique needs of the teacher and the students.

SPANISH 2

Spanish 2A and B utilize three assessment tools that are designed specifically to address communication using the target language: Lesson Activities, Unit Activities, and Discussions. These tools help ensure language and concept mastery as students grow in their understanding and use of Spanish. Learning games specifically designed for language learning are used and can be accessed on a wide variety of devices.

SPANISH 3

Spanish 3A and B take a unique approach by setting the lessons in each unit in a specific Spanish-speaking locale, immersing students in the language and in a variety of Hispanic cultures and issues. For example, Unit 5 in Semester B includes a discussion of the environmental issues in Argentina. Concluding the three-year cycle of Spanish courses, Spanish

3A and B effectively combine group and individual learning and offer activities and assessments to keep students engaged and on track.

ELECTIVES



ACADEMIC SUCCESS

As in other areas of life, success in academics results from learning and practicing positive habits. This one-semester elective provides practical, hands-on guidance on developing and improving study habits and skills, regardless of a student's level of accomplishment. Academic Success includes five lessons and two course activities in a flexible structure that is adaptable to the needs and circumstances of individual students. The course can also be used for college-level developmental education.

ACCOUNTING

The Bureau of Labor Statistics identifies accounting as one of the best careers for job growth in the next decade. This course empowers high school students with the essential skills they need to understand accounting basics. Lessons include Account Types (assets, liabilities, expenses, etc.), Fundamentals of Bookkeeping, Financial Statements, and Careers in Accounting. Engaging and relevant, this course particularly helps both those students with an accounting career orientation, and those in need of an overview of essential accounting principles.

CAREER EXPLORATIONS

The 21 lessons and additional activities in this one-semester course are fundamental to ensuring career readiness on the part of your students. Covering such essentials as developing

and practicing a strong work ethic, time management, communication, teamwork, and the fundamentals of workplace organizations, Career Explorations develops not just essential skills, but the confidence in themselves and their abilities to present themselves that your students need as they prepare to embark on their chosen careers.

CAREER SKILLS

This course helps students understand and practice critical life and workplace readiness skills identified by employers, state boards of education, and Advance CTE. These skills include personal characteristics, such as positive work ethic, integrity, self-representation, and resourcefulness, as well as key people skills, communication skills, and broadly-applicable professional and technical skills. These skills are universally valuable but sometimes assumed or glossed over in more career-specific courses. For that reason, this provides students with a solid foundation in their career studies.

CREATIVE WRITING

This course is designed to get students to pursue creative writing as a vocation or as a hobby. To that purpose, it exposes them to different genres and techniques of creative writing, as also the key elements (such as plot and characterization in fiction) in each genre. Great creative writing does not come merely by reading about the craft—one also needs ideas; a process for planning, drafting and revising; and the opportunity to experiment with different forms and genres. The lesson tutorials in this course familiarize students with the basic structure and elements of different types or genres of writing. The course is based on Career and Technical Education (CTE) standards designed to help students prepare for entry into a wide range of careers in creative writing fields.

ENVIRONMENTAL SCIENCE

This course is designed to introduce students to the history of environmental science in the United States, ecological interactions and succession, environmental change, adaptation, and biogeochemical cycles. Students will learn about the importance of environmental science as an interdisciplinary field. They will describe the importance of biodiversity to the survival of organisms, and learn about ecological pyramids. They will discuss the effects of climate change and explore different types of adaptation. They will describe the steps of the water cycle, and discuss how carbon, oxygen, nitrogen, and phosphorous cycle in the global environment.

HEALTH SCIENCE 1

The course is based on Career and Technical Education (CTE) standards to help students develop technical knowledge and skills needed for success in the health science industry.

Semester A is designed to enable all students at the high-school level to understand the basic structure and function of the human body and it will help the students identify and analyze the diseases and medical procedures related to each body system. Semester B will help the students develop an understanding of biomolecules such as proteins, carbohydrates, and lipids; biological and chemical processes; and various diseases that affect the body.

HEALTH SCIENCE 2

This course is designed to enable all students at the high-school level to learn the basics of health science. The course will help the students develop an understanding of the academic qualifications, personal skills, training, and use of healthcare tools required to work in the healthcare industry. The course is based on Career and Technical Education (CTE) standards to help students develop technical knowledge and skills needed for success in the healthcare industry.

NUTRITION AND WELLNESS

This course is designed to enable all students at the high school level to develop the critical skills and knowledge that they will need to be successful in careers throughout their lives. The course is based on Career and Technical Education (CTE) standards to help students prepare for entry into a wide range of careers and/or into postsecondary education.

PERSONAL FINANCE

Financial literacy is an increasingly essential capability as students prepare for the workforce, and this 18-lesson course provides the information they need to determine if a career in finance is right for them. The course uses games and online discussions to effectively facilitate learning, while introducing your learners to a variety of topics, including investment strategies, money management, asset valuation, and personal finance.

SPEECH Public Speaking 1a: Introduction

Does the thought of speaking in front of people makes you break out in hives? Maybe you want tips on how to make that first great impression? In both cases, Public Speaking 1a: Introduction may be just what you need. In this course, you will learn from famous orators, like Aristotle and Cicero, understand the influence of rhetoric, and discover how to recognize bias, prejudice, and propaganda. You will also learn how to plan a speech, build an argument, and communicate effectively, while collaborating with others. Grab your notes and get ready to conquer public speaking!

SPEECH Public Speaking 1b: Finding Your Voice

If you've learned the basics and are ready to expand your public speaking skills, Public Speaking 1b: Finding Your Voice is for you. In this course, you'll master the fundamentals of public speaking through practice and eventually learn to speak confidently in front of large groups. Explore the use inductive and deductive reasoning, learn how to prepare a speech outline, and discover how to write your own speech using correct and emotive language. This course will also help you to develop self-efficacy and self-esteem, reduce your fear of public speaking, and teach you how to use body language effectively. You'll also learn how to stand back and critically examine your own work in order to identify areas for improvement.

THEATER, CINEMA, & FILM PRODUCTION

Theater, Cinema, and Film Production is a single-semester course that describes the processes of theater, cinema, and film production. The course begins by introducing theater and film and their different genres and subgenres. The course also helps you understand the creative side of theater and film production, such as screenplay writing, directing set design, acting, makeup, and wardrobe styling and costume design. In this course, you will also learn about technical aspects in theater and film productions, such as lighting, sound, and camerawork. The course also covers the pre-production, production, and post-production processes involved in plays and films. Finally, you will learn about audiences for plays and films, and how they impact these productions.

Motivation **A**chievement **P**ride **L**eadership **E**nthusiasm **S**cholarship

Elective Course Request Form



Teacher Information

- **Name:** Annie Howard
- **School Building:** Adrian High School

Course Duration:

- ☒ One Trimester
- ☐ Full Year

Course Information

- **Proposed Course Title:** Community Art
- **Grade Level(s):** 9-12

Approved Course Description:

Art Students will partner with our school community, local artists, local organizations and businesses to create art. The students will create work that is collaborative and individual. Students will create art using a wide variety of materials.

Additional Materials and Resources

Materials Outside of Normal Classroom Supplies:

(Please list any materials, resources, or equipment required for this course that go beyond standard classroom resources. Include a brief explanation of why each item is needed.)

| Materials and or Resources | Material Cost | Required to Run the Class (YES or NO) |
|-------------------------------------------|---------------|------------------------------------------|
| None (will write grants if items come up) | 0 | no |
| | | |
| | | |

Course Outline and Objectives

Week-by-Week Overview:

| Week | Concept/Topic | Objective(s) |
|---------|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 1 | Class Introduction | Students will participate in team building, learning the basic elements and principles of art, and be exposed to materials. They will build a classroom community installation. |
| Week 2 | Adrian High School Homecoming | Students will prepare homecoming backdrop boards for the upcoming event. They will design, transfer, paint, and display the boards for the Homecoming week. |
| Week 3 | Adrian High School Homecoming | Students will prepare homecoming backdrop boards for the upcoming event. They will design, transfer, paint, and display the boards for the Homecoming week. |
| Week 4 | Art in the community | These students will create a craft activity, create the art with the patients, and complete the art for the patients at Lynwood Manor |
| Week 5 | Art in the community | Students will create art for an Art in the community for Adrian Downtown First Fridays |
| Week 6 | Art in the school community | Students will help with set painting for the High School Play, learning about painting and texture techniques when working on a large scale. |
| Week 7 | Art in the district community | Students will create an art collaboration with the students at Alexander Elementary, using literature and art to connect them. |
| Week 8 | Artist Inspiration | A local artist will visit AHS and present their work to our students. They will demonstrate the process and our students will create a piece of art based on that technique. |
| Week 9 | Artist Inspiration | A 2nd local artist will visit AHS and present their work to our students. They will demonstrate the process and our students will create a piece of art based on that technique. |
| Week 10 | Artist Inspiration | A 3rd local artist will visit AHS and present their work to our students. They will demonstrate the process and our students will create a piece of art based on that technique. |
| Week 11 | Art at Adrian High School | Students will create a Veterans Day Display, School Board Appreciation Gifts, District Banners |
| Week 12 | Exam Week (Buddy Week) | Students will partner with the LISD classroom to create collaborative pieces of art with a student with special needs. They will write a reflection on the experience. |

Course Standards and Alignment

MICHIGAN HIGH SCHOOL VISUAL ARTS

PERFORM

Standard 1: Apply skills and knowledge to perform in the arts. (VPAA: C1, C2, C3, C4, C5, P1, P2, P4, R1, R4)

ART.VA.I.HS.1 Apply acquired knowledge and skills to the creative problem solving process. (21st Century Skills: I.4, II.2)

ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas. (21st Century Skills: I.6, III.3, III.6)

ART.VA.I.HS.3 Demonstrate understanding of organizational principles and methods to solve specific visual arts problems. (21st Century Skills: I.4, II.5, III.3)

ART.VA.I.HS.4 Exhibit, present, and publish quality works of art. (21st Century Skills: I.4, I.6, III.3, III.6)

ART.VA.I.HS.5 Responsibly and safely manage materials and tools. (21st Century Skills: III.4, III.6, III.8)

CREATE

Standard 2: Apply skills and knowledge to create in the arts. (VPAA: C1, C2, C3, C4, C5, P1, P2, P4, R1, R4)

ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions. (21st Century Skills: I.2, I.3, I.4)

ART.VA.II.HS.2 Create artwork using materials and techniques with skill so that personal intentions are carried out. (21st Century Skills: I.1, I.2, II.7, III.3)

ART.VA.II.HS.3 Apply organizational principles and methods to create innovative works of art and design products. (21st Century Skills: I.1, I.2, III.3)

ART.VA.II.HS.4 Apply knowledge and skill to symbolize the essence of an idea. (21st Century Skills: I.1, I.6)

ART.VA.II.HS.5 Reflect, articulate, and edit the development of artwork throughout the creative process. (21st Century Skills: I.4, II.7, III.3, III.4)

ART.VA.II.HS.6 Use emergent technologies and materials to create artistic products that demonstrate knowledge of context, values, and aesthetics.

ART.VA.II.HS.7 Create collaboratively to resolve visual problems. (21st Century Skills: I.1, I.4, I.5, III.1)

ART.VA.II.HS.8 Explore social and global issues through the application of the creative process. (21st Century Skills: III.7, III.8, III.9, III.10)

ANALYZE

Standard 3: Analyze, describe, and evaluate works of art. (VPAA: C2, C3, C4, C5, P2, P3, R1, R2, R3, R4)

ART.VA.III.HS.1 Analyze and describe the formal characteristics of a work of art or design. (21st Century Skills: I.3, II.1, III.1)

ART.VA.III.HS.2 Describe how organizational principles are used to elicit emotional responses. (21st Century Skills: I.3, II.1, III.1)

ART.VA.III.HS.3 Critically observe a work of art to evaluate and respond to the artist's intent using art vocabulary and terminology. (21st Century Skills: I.2, I.3, I.6, II.1)

ART.VA.III.HS.4 Evaluate the quality and effectiveness of one's artwork. (21st Century Skills: I.3, II.1, III.4)

ART.VA.III.HS.5 Recognize and understand the relationships between personal experiences and the development of artwork. (21st Century Skills: I.3)

ANALYZE IN CONTEXT

Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts. (VPAA: C2, C3, C4, C5, P2, P3, R1, R2, R3, R4)

ART.VA.IV.HS.1 Observe and describe artwork with respect to history and culture. (21st Century Skills: I.6, II.1, III.1, III.2, III.7, III.8, III.9, III.10)

ART.VA.IV.HS.2 Describe the functions and explore the meaning of specific art objects within varied cultures, times, and places. (21ST Century Skills: I.3, I.6, III.2, III.7)

ART.VA.IV.HS.3 Analyze the correlation between art, history, and culture throughout time. (21st Century Skills: I.6, III.1, III.2, III.7, III.8, III.9, III.10)

ART.VA.IV.HS.4 Use knowledge of art and design history to inform personal artwork. (21st Century Skills: I.1, I.3, II.5, II.7, III.3, III.7)

ANALYZE AND MAKE CONNECTIONS

Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life. (VPAA: C2, C3, C4, C5, P2, P3, R1, R2, R3, R4)

ART.VA.V.HS.1 Design creative solutions that impact everyday life. (21st Century Skills: I.1, I.2, I.4, III.3, III.4, III.6)

ART.VA.V.HS.5 Recognize the role of art across the academic curriculum. (21st Century Skills: I.3)

ART.VA.V.HS.6 Understand artistic knowledge as an important tool for successful living in the 21st century. (21st Century Skills: II.1, II.5, III.7)

ART.VA.V.HS.7 Analyze the impact of visual culture on society. (21st Century Skills: I.3, III.2, III.7)

ART.VA.V.HS.8 Identify the role visual arts play in enhancing civic responsibility and community. (21st Century Skills: I.3, I.6, III.2, III.4, III.7, III.9)

NATIONAL HIGH SCHOOL VISUAL ARTS

Conceiving and developing new artistic ideas and work.

Realizing artistic ideas and work through interpretation and presentation.

Interpreting and sharing artistic work.

Realizing and presenting artistic ideas and work.

Understanding and evaluating how the arts convey meaning.

Relating artistic ideas and work with personal meaning and external context.

Perceive and analyze artistic work.

Interpret intent and meaning in artistic work.

Apply criteria to evaluate artistic work.

Synthesize and relate knowledge and personal experiences to make art.

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Generate and conceptualize artistic ideas and work.

Select, analyze, and interpret artistic work for presentation.

Organize and develop artistic ideas and work.

Develop and refine artistic techniques and work for presentation.

Refine and complete artistic work.

Convey meaning through the presentation of artistic work.

Elective Course Request Form



Teacher Information

- **Name:** Kelli Corocoran, Erin Gilmore
- **School Building:** Adrian High School

Course Duration:

- ☒ One Trimester
- ☐ Full Year

Course Information

- **Proposed Course Title:** Creative Writing and Journalism
- **Grade Level(s):** Freshmen-Seniors

Approved Course Description:

(Please provide a clear and concise description of the course content, goals, and target audience.)

Learn how to captivate your audience and connect with our shared love of memorable cultural events through telling heartwarming, heart pounding significant stories, and investigative reports. Strengthen writing skills by building plots, journalistic research, and crafting narratives about significant events, and study the differences between writing genres such as mystery, science fiction, investigative reporting, sports reporting, and more.

Additional Materials and Resources

Materials Outside of Normal Classroom Supplies:

(Please list any materials, resources, or equipment required for this course that go beyond standard classroom resources. Include a brief explanation of why each item is needed.)

| Materials and or Resources | Material Cost | Required to Run the Class (YES or NO) |
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Course Outline and Objectives

Week-by-Week Overview:

(Please provide a general concept for each week of the course, including the key objective(s) for that week.)

| Week | Concept/Topic | Objective(s) |
|--------|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 1 | Introduction to Journalism | <p>Students will be able to describe important elements of journalism: Ethics, gathering information, relaying information, communication, organization.</p> <p>Students will be able to identify the elements of journalism within pieces of writing.</p> |
| Week 2 | Journalism Piece 1: Gathering Information | Students will choose a topic to investigate and gather information on through communicating with eyewitnesses. |
| Week 3 | Journalism Piece 1: Writing | Students will write a piece based on the information they have collected in the previous week. |
| Week 4 | Journalism Piece 2: Gathering Information | Students will choose a topic to investigate and gather information on through communicating with eyewitnesses. |
| Week 5 | Journalism Piece 2: Writing | Students will write a piece based on the information they have collected in the previous week. |
| Week 6 | Introduction to Creative Writing | <p>Students will be able to describe important elements of creative writing: Character development, plot, conflict, theme, point of view, description.</p> <p>Students will be able to identify the elements of creative writing within pieces of writing.</p> |
| Week 7 | Creative Writing Piece 1 | <p>Students will choose a genre and outline a creative writing piece incorporating the elements we discussed.</p> <p>Students will use their outline to create a rough draft of their creative writing piece.</p> |
| Week 8 | Creative Writing Piece 1 (Cont.) | Students will edit and revise their rough draft to create a polished version of their creative writing piece. |

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| | | <p>Students will make comments on the creative writing piece of a peer.</p> <p>Students will make edits and revisions to their piece while taking into consideration the comments their peers made.</p> |
| Week 9 | Creative Writing Piece 2 | <p>Students will choose a genre and outline a creative writing piece incorporating the elements we discussed.</p> <p>Students will use their outline to create a rough draft of their creative writing piece.</p> |
| Week 10 | Creative Writing Piece 2 (Cont.) | <p>Students will edit and revise their rough draft to create a polished version of their creative writing piece.</p> <p>Students will make comments on the creative writing piece of a peer.</p> <p>Students will make edits and revisions to their piece while taking into consideration the comments their peers made.</p> |
| Week 11 | Improve a Story | <p>Students will make drastic changes to already published creative writing pieces.</p> |
| Week 12 | Final Exam | <p>Students will identify elements of creative writing and journalism within writing pieces.</p> <p>Students will label elements of creative writing and journalism within writing pieces.</p> <p>Students will identify whether or not a situation in journalism is ethical.</p> |

Course Standards and Alignment

(Please list the standards that will be addressed in this course. For each standard, include a brief explanation of how it will be integrated into the curriculum.)

| Standard | Description/Explanation |
|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Example: CCSS.ELA-LITERACY.RL.9-10.1 | Students will cite strong textual evidence to support analysis of what the text says explicitly. |
| CCSS.ELA-LITERACY.W.9-10.1.C | Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| CCSS.ELA-LITERACY.W.9-10.2.B | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| CCSS.ELA-LITERACY.W.9-10.2.D | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| CCSS.ELA-LITERACY.W.9-10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| CCSS.ELA-LITERACY.W.9-10.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |

Elective Course Request Form



Teacher Information

- **Name:** Lexi Dudas
- **School Building:** Adrian High School

Course Duration:

- X One Trimester
- Full Year

Course Information

- **Proposed Course Title:** History Through Film
- **Grade Level(s):** 9th-12th

Approved Course Description:

(Please provide a clear and concise description of the course content, goals, and target audience.)

Students will analyze how films interpret, distort, or illuminate history, examining their accuracy, bias, and impact on public understanding. Using sources from both period-depicted and post-period, students will compare historical evidence with cinematic portrayals to assess authenticity and perspective. Through critical engagement with films and primary and secondary sources, we will discuss historical themes, filmmaking techniques, and the role of media in shaping historical narratives.

Additional Materials and Resources

Materials Outside of Normal Classroom Supplies:

(Please list any materials, resources, or equipment required for this course that go beyond standard classroom resources. Include a brief explanation of why each item is needed.)

| Materials and or Resources | Material Cost | Required to Run the Class (YES or NO) |
|-----------------------------------------------------------------------------------------|----------------|------------------------------------------|
| Teaching History with Film: Strategies for Secondary Social Studies (Teacher Copy Only) | \$34.96-Amazon | No |
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Course Outline and Objectives

Week-by-Week Overview:

(Please provide a general concept for each week of the course, including the key objective(s) for that week.)

| Week | Concept/Topic | Objective(s) |
|--------|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 1 | Introduction to Film as Historical Narrative | Students will understand the role of film in documenting and interpreting history. Students will analyze filmmaking terms such as mise-en-scène, cinematography, editing, sound. |
| Week 2 | Analyzing Historical Bias in Cinema | Students will identify bias and perspective in historical films. Students will discuss the impact of filmmakers' viewpoints on historical representation. Students will compare clips from different films depicting the same historical event and analyze for any bias |
| Week 3 | Silent Film and Historical Context | Students will explore silent films and their portrayal of historical events. Students will discuss and analyze silent film techniques and storytelling methods. Students will screen a silent film and discuss the limitations and possibilities of silent storytelling Students will create silent films using different storytelling methods |
| Week 4 | The Golden Age of Hollywood | Students will analyze Hollywood's depiction of historical events during the 1930s-1950s, dubbed "The Golden Age" of Hollywood. Students will examine the production codes and their influence on storytelling. Students will view a classical Hollywood film and debate the historical accuracy and any bias |
| Week 5 | Documentary Films | Students will identify the role of documentaries in presenting historical facts. Students will analyze techniques used in documentaries to convey authenticity. Students will analyze a documentary for credibility and perspective. |
| Week 6 | Film Noir and Post-War American Society | Students will understand film noir as a reflection of post-war sentiments. Students will analyze themes such as morality, corruption, and societal change. Students will watch a film noir classic and discuss the societal issues addressed. |
| Week 7 | Diverse Historical Perspectives and a New Generation | Students will explore international films depicting historical events. Students will conduct a comparative analysis of cultural representations in cinema |

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| | | Students will discuss the influence of cultural context on historical portrayal in this current cultural time period |
| Week 8 | Influence of Television on Public Perception of History | Students will analyze historical events portrayed in television series. Students will discuss the impact of episodic storytelling on historical understanding by comparing different historical events depicted in television. Students will assess the educational value of these portrayals through a critical thinking lens |
| Week 9 | Media Literacy and Recognizing Misinformation | Students will understand media literacy in the context of historical films Students will identify misinformation and its consequences on public understanding Students will workshop on fact-checking and analyzing sources. by completing a group project on debunking historical myths in media |
| Week 10 & 11 | The Role of Media in Shaping Collective Memory | Students will examine how films and media contribute to collective memory. Students will discuss the ethical responsibilities of filmmakers in representing history. Students will analyze contrasting portrayals of the same historical event and engage in a debate on the balance between artistic license and historical accuracy. |
| Week 12 | Student Presentations and Course Reflections | Students will complete a course reflection and discussion on the evolving role of media in shaping historical understanding. Students will create presentations on selected topics, analyzing film portrayals of historical events. Students will analyze film using the methods and criteria discussed throughout the course. |

Course Standards and Alignment

(Please list the standards that will be addressed in this course. For each standard, include a brief explanation of how it will be integrated into the curriculum.)

| Standard | Description/Explanation |
|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> CCSS.ELA-LITERACY.RH.11-12.7 | Students will screen multiple films and discuss the historical impact and construction of the film for the time period. |
| <ul style="list-style-type: none"> CCSS.ELA-LITERACY.RH.11-12.6 | Students will assess creative liberties taken with historical accuracy or director bias. Students will compare different films adaptations and accounts of the same historical event through discussions, activities, or projects. |

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| <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.RH.11-12.8 | <p>Students will look at different international films and different cultural norms in film to compare and contrast. This will be done in the form of discussion and analysis.</p> |
| <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.SL.8.2 | <p>Students will compile all ideas learned to analyze a historical film. They will evaluate the film using multiple sources of information and present it in diverse formats. This could be a presentation, video, or student-led discussion. Students will critically evaluate the credibility and the accuracy of films throughout the class and identify the discrepancies between ideas.</p> |

Elective Course Request Form



Teacher Information

- **Name:** Marie Lucius
- **School Building:** Adrian High School

Course Duration:

- ☒ One Trimester
- ☐ Full Year

Course Information

- **Proposed Course Title:** Michigan History
- **Grade Level(s):** 9-12

Approved Course Description:

(Please provide a clear and concise description of the course content, goals, and target audience.)

This course offers students an in-depth exploration of the history, people, and events that have shaped the state of Michigan. The course will begin with the history of Indigenous peoples of the state and move through the formation of forts, cities, and the Mackinac Bridge. Students will study the role of the state in events like the American Civil War, World War II, and modern day issues as well.

Through engaging discussions, primary source analysis, and field trip opportunities, students will gain a deeper understanding of Michigan's geography, economy, culture, and contributions to the United States. Emphasis will be placed on the involvement of Lenawee County in Michigan history, with areas like the Underground Railroad and the history of baseball.

By the end of the course, students will not only know the timeline of Michigan's history, but also develop a sense of place and appreciation for the state's unique identity.

Additional Materials and Resources

Materials Outside of Normal Classroom Supplies:

(Please list any materials, resources, or equipment required for this course that go beyond standard classroom resources. Include a brief explanation of why each item is needed.)

| Materials and or Resources | Material Cost | Required to Run the Class (YES or NO) |
|----------------------------|---------------|------------------------------------------|
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| Field Trip to Michigan History Museum - Lansing and to Henry Ford Museum Dearborn | Bussing and entrance costs, some will hopefully be covered by grants | No, although they do enhance the course experience. |
| Primary Resources | Hopefully none, I am working on researching this right now. | |
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Course Outline and Objectives

Week-by-Week Overview:

(Please provide a general concept for each week of the course, including the key objective(s) for that week.)

| Week | Concept/Topic | Objective(s) |
|--------|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 1 | Geography of Michigan. Introduction to Michigan History - the why | Map the state/lakes, natural resources. Why study history/state history (possible activity here) |
| Week 2 | Indigenous Peoples of Michigan | Look at the Anishinaabe tribes Include information about myth/legend storytelling and the role of storytelling in history |
| Week 3 | European explorers - fur trade | French settlement at Sault St Marie - Father Marquette Antoine Cadillac and the founding of Detroit |
| Week 4 | Michigan and the American Revolution | Forts Mackinac and Michilimackinac |
| Week 5 | Statehood | The Toledo War, 1837 Statehood (maybe War of 1812) |
| Week 6 | Michigan and the Civil War | Role of Native American sharpshooters Underground Railroads Michigan in Significant battles (Gettysburg, including Lenawee County unit) |
| Week 7 | Immigration in Michigan | Examine the role of immigration in Michigan and the creation of immigrant neighborhoods. |
| Week 8 | Great Depression and World War II | Role of manufacturing, like the Ypsi Bomber plant. Impact of the Great Depression. Arsenal of Democracy. CCC Camps and then Prisoner of War Camps (Blissfield "Summer Camp") |
| Week 9 | Exploring the Upper Peninsula | History and culture of the UP Copper Mines and Shipping |

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| Week 10 | Contemporary Michigan | Investigate current issues in the state |
| Week 11 | Michigan Culture | The role of storytelling, myths and legends like Paul Bunyan and Babe the Blue Ox. Sinking of the Edmund Fitzgerald |
| Week 12 | Michigan Culture | Authors, Music - motown, Art |

*This has very limited local history so as not to interfere with a Local History course, should both be offered. If not, I can definitely add it in.

Course Standards and Alignment

(Please list the standards that will be addressed in this course. For each standard, include a brief explanation of how it will be integrated into the curriculum.)

| Standard | Description/Explanation |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Example: CCSS.ELA-LITERACY.RL.9-10.1 | Students will cite strong textual evidence to support analysis of what the text says explicitly. |
| Common Core Standards for Literacy in Social Studies | Cite specific textual evidence to support analysis of primary sources, connecting insights gained related to the whole (research into Michigan culture) |
| | Determine the meaning of words and phrases as they are used in a text. (historical analysis) |
| Common Core Standards for Writing in Social Studies | Introduce precise, knowledgeable claims, create an organization that logically sequences the claim. (research writing) |
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Elective Course Request Form



Teacher Information

- **Name:** Melanie Nightingale
- **School Building:** Adrian High School

Course Duration:

- ☐ One Trimester
- ☒ Full Year

Course Information

- **Proposed Course Title:** Supported Work Experience
- **Grade Level(s):** 11th grade, 12th grade as needed or determined by the IEP

Approved Course Description:

(Please provide a clear and concise description of the course content, goals, and target audience.)

AHS Supported Work Experience is specifically designed for 11th-grade students with Individualized Education Plans (IEPs). The class focuses on developing critical soft skills necessary for success in the workplace and personal growth. Through targeted instruction and hands-on activities, students will gain skills in communication, teamwork, time management, problem-solving, and adaptability. These foundational skills will help students enhance their employability, increase their self-confidence, and prepare for future career opportunities, including internships, part-time jobs, and post-secondary education or training programs such as Project SEARCH and the Michigan Career & Technical Institute.

Throughout the course, students will engage in interactive lessons, role-playing exercises, and work experiences to foster collaboration and strengthen social skills. By the end of the program, students will be well-prepared to participate in LISD Work Support Services, Direct Work Placements, LISD TECH classes and explore career pathways with the skills needed to thrive in continued educational and work experiences.

Additional Materials and Resources

Materials Outside of Normal Classroom Supplies:

(Please list any materials, resources, or equipment required for this course that go beyond standard classroom resources. Include a brief explanation of why each item is needed.)

| Materials and or Resources | Material Cost | Required to Run the Class (YES or NO) |
|-------------------------------------------------------------------------------------------------|----------------------|------------------------------------------|
| Job Sites identified through district | | Yes |
| Job Site Support: Job Coaches and Support Staff | Provided through MRS | Yes |
| Guest Speakers: To present topics related to community based services | | No |
| Funds for Public Transportation Practice: to practice accessing and using public transportation | \$100 | No |

Course Outline and Objectives

Week-by-Week Overview:

(Please provide a general concept for each week of the course, including the key objective(s) for that week.)

| Week | Concept/Topic | Objective(s) |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 1 | Welcome and Introduction to class <ul style="list-style-type: none"> Dress Code Whom to report to How and Whom to notify if going to be absent OSHA Safety 1st Aid and Reporting Injuries | TLW: <ul style="list-style-type: none"> demonstrate understanding of the dress code and model appropriate work attire identify which staff they report to and where the jobsite locations are within the building identify the requirements for reporting absences and practice calling in with an absence demonstrate an understanding of OSHA Safety and what to do in case of an injury or emergency |
| Week 2 | Introduction to Job Sites <ul style="list-style-type: none"> Review tasks for each jobsite Review workskills checklists Asking for help Effective Communication | TLW: <ul style="list-style-type: none"> become familiar with the tasks required for each job site review and identify items in the workskills checklist review and role play appropriate ways to ask for help and will identify times when help may be needed practice using effective communication in role play settings |
| Week 3 | Workplace Communication <ul style="list-style-type: none"> Active Listening Following directions Feedback Body Language and Verbal/Nonverbal | TLW: <ul style="list-style-type: none"> demonstrate an understanding of active listening understand the importance of feedback in the worksite understand the importance of body language and verbal vs. nonverbal |
| Week 4 | Workplace Communication: <ul style="list-style-type: none"> Constructive Feedback Discipline vs. Feedback How do I improve? Planning for Social Activity | TLW: <ul style="list-style-type: none"> understand the difference between constructive criticism/feedback and discipline practice receiving feedback and positive ways to respond identify ways to improve performance after receiving feedback make plans and preparations for a social activity |
| Week 5 | ½ day shortened class Social Activity: <ul style="list-style-type: none"> Students will engage in a social activity that they have planned | TLW: <ul style="list-style-type: none"> engage in social activities with their peers demonstrate and practice appropriate social interactions and communication skills |
| Week 6 | Workplace Accountability: <ul style="list-style-type: none"> Taking ownership of my work What to do when I make a mistake | TLW: <ul style="list-style-type: none"> demonstrate understanding of accountability and taking ownership of their work demonstrate and practice how to respond when they make a mistake |

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| Week 7 | Stress and Anxiety in the Workplace: <ul style="list-style-type: none"> • How to identify stress/anxiety • Ways to help calm in the workplace • Balancing work and life to help ease stress/anxiety | TLW: <ul style="list-style-type: none"> • identify ways to handle stress and anxiety in the workplace • demonstrate and practice responses to stress and anxiety in the workplace • identify the importance of work/life balance • list ways to develop balance in work/life |
| Week 8 | ½ day shortened class Review and Role Play: <ul style="list-style-type: none"> • review and practice topics that need additional focus | TLW: <ul style="list-style-type: none"> • review information learned • engage in role play scenarios of the topics covered in class sessions |
| Week 9 | Positive Work Attitude <ul style="list-style-type: none"> • Challenges we may face at work • How to handle challenges at work | TLW: <ul style="list-style-type: none"> • identify challenges that they have faced in the worksites or may face in the work sites • explore and demonstrate positive workplace attitudes • explore ways to handle challenges at work |
| Week 10 | Positive Work Attitude <ul style="list-style-type: none"> • Challenges in the workplace • What to do if I don't like my work • Communication in the workplace | TLW: <ul style="list-style-type: none"> • evaluate their weekly work tasks and identify preferred vs. less preferred tasks • practice workplace communication scenarios • demonstrate ways to communicate dissatisfaction in their work setting |
| Week 11 | Time Management <ul style="list-style-type: none"> • How to stay on task while working • What to do when a task is completed | TLW: <ul style="list-style-type: none"> • identify strategies to help with focus and staying on task while working • practice what to do when a work task is finished and there is still time in the work shift |
| Week 12 | Tools for Time Management <ul style="list-style-type: none"> • Explore tools to aid in time management • How to calculate elapsed time | TLW: <ul style="list-style-type: none"> • identify tools for time management • practice calculating elapsed time • demonstrate how to set a digital alarm |
| Week 13 | Exam <ul style="list-style-type: none"> • Complete a worksite Check In Review • Job Performance Review | TLW: <ul style="list-style-type: none"> • review their progress • demonstrate employment skills in the jobsite |
| Week 14 | Work Week | TLW: <ul style="list-style-type: none"> • demonstrate job skills in the worksite |
| Week 15 | Team Work <ul style="list-style-type: none"> • Times to rely on coworkers for help • How to ask for help | TLW: <ul style="list-style-type: none"> • identify when help is needed • identify times to rely on a coworker • practice asking for help |

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| | | <ul style="list-style-type: none"> • identify when a person is taking advantage of a coworker and when they might be taken advantage of • identify and practice when to speak up |
| Week 16 | Workplace Etiquette <ul style="list-style-type: none"> • Language • Ethics • Professionalism Plan a Social Event | TLW: <ul style="list-style-type: none"> • explore workplace etiquette related to communication, ethics, professionalism • demonstrate positive workplace etiquette • plan a Social Activity |
| Week 17 | Social Activity <ul style="list-style-type: none"> • Students will engage in a class social activity | TLW: <ul style="list-style-type: none"> • engage in a social activity • demonstrate positive social skills |
| Week 18 | Review Social Boundaries <ul style="list-style-type: none"> • Social Boundaries in the workplace • Friends vs. Coworkers | TLW: <ul style="list-style-type: none"> • identify social boundaries in the workplace • demonstrate an understanding of the difference between friends vs. coworkers • role play social boundaries in the work setting |
| Week 19 | Respect and Authority <ul style="list-style-type: none"> • Respecting Authority in the workplace • Respecting others <ul style="list-style-type: none"> ◦ Giving and Receiving feedback | TLW: <ul style="list-style-type: none"> • identify the chain of authority in a variety of work settings • understand the need to respect authority in the workplace • role play accepting and giving respectful feedback |
| Week 20 | Adaptability and Resilience <ul style="list-style-type: none"> • Explore the need to adapt in the workplace • Explore resilience in the workplace | TLW: <ul style="list-style-type: none"> • identify times when adapting is needed in the workplace • identify what it means to show resilience in the workplace |
| Week 21 | Progress Check In and Self Advocacy <ul style="list-style-type: none"> • Worksite Progress Check In • Self Advocacy in Work and IEPs | TLW: <ul style="list-style-type: none"> • evaluate progress in the worksite • identify areas for self advocacy in the workplace • identify areas for self advocacy in their IEP • practice positive self advocacy |
| Week 22 | Building Resumes <ul style="list-style-type: none"> • Parts of a Resume • Resume writing | TLW: <ul style="list-style-type: none"> • identify the parts of a resume • explore and practice writing a resume |
| Week 23 | Employment Search <ul style="list-style-type: none"> • Explore Job Searches • Explore Community Resources for Employment Assistance | TLW: <ul style="list-style-type: none"> • explore a variety of job search options • identify and explore community resources for employment assistance |
| Week 24 | Job/TECH Applications <ul style="list-style-type: none"> • Completing Job Applications • Applying for TECH Classes | TLW: <ul style="list-style-type: none"> • identify the parts of a job application • practice completing job applications • complete the LISD TECH application |

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| Week 25 | Interview Skills <ul style="list-style-type: none"> Explore and Practice Interview Scenarios | TLW: <ul style="list-style-type: none"> identify interview skills and tips role play and practice interview scenarios |
| Week 26 | Exam <ul style="list-style-type: none"> Writing a Resume | TLW: <ul style="list-style-type: none"> demonstrate the ability to draw on experiences and practice opportunities to develop a resume |
| Week 27 | Review Workplace Order <ul style="list-style-type: none"> Review the chain of command in a variety of workplace settings Planning a Social Activity | TLW: <ul style="list-style-type: none"> demonstrate an understanding of workplace order in a variety of employment settings identify whom to talk to first in given employment scenarios plan and organize a social activity |
| Week 28 | ½ day shortened class Social Activity: <ul style="list-style-type: none"> Students will engage in a social activity that they have planned | TLW <ul style="list-style-type: none"> engage in a social activity with their peers |
| Week 29 | Human Resources <ul style="list-style-type: none"> Guest Speaker to discuss the role of human resources. | TLW: <ul style="list-style-type: none"> actively engage in listening to a guest speaker identify and understand the role Human Resources plays in a job |
| Week 30 | Communication Etiquette <ul style="list-style-type: none"> Work emails Social Media Workplace communication | TLW: <ul style="list-style-type: none"> demonstrate the ability to compose an email discuss and understand how Social Media can play a role in the workplace understand social media cautions related to work |
| Week 31 | State Testing Week | TLW: <ul style="list-style-type: none"> demonstrate knowledge through state assessments |
| Week 32 | Creating a Budget <ul style="list-style-type: none"> Developing a budget Expenses Guest Speaker | TLW: <ul style="list-style-type: none"> identify the items in a common budget understand the importance of having a budget actively engage in listening to a guest speaker |
| Week 33 | Banking and Money Management <ul style="list-style-type: none"> Understanding a bank account Explore how to set up a bank account Guest speaker from a Bank/CU | TLW: <ul style="list-style-type: none"> identify different types of bank accounts explore how to set up a bank account understand the importance of saving money actively engage in listening to a guest speaker |
| Week 34 | Special Olympics | TLW: <ul style="list-style-type: none"> participate in Special Olympics Spring Games |
| Week 35 | Transportation <ul style="list-style-type: none"> Obtaining a driver's licence Driver's license vs. State ID Coordinating Public Transportation Using Public Transportation | TLW: <ul style="list-style-type: none"> understand the importance of obtaining a form of state identification understand the steps for obtaining a driver's license understand the process of voter registration/selective services registration |

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| | | <ul style="list-style-type: none"> • explore public transportation |
| Week 36 | ½ day shortened class Plan an End of the Year Social Activity | TLW: <ul style="list-style-type: none"> • plan an end of the year social activity • work together with peers to plan an event |
| Week 37 | Social Activity: <ul style="list-style-type: none"> • Students will engage in a social activity that they have planned | TLW: <ul style="list-style-type: none"> • engage in a social activity with their peers • demonstrate positive social skills |
| Week 38 | Exam <ul style="list-style-type: none"> • End of the year task list • Evaluation and program review | TLW: <ul style="list-style-type: none"> • evaluate progress in worksites • evaluate progress throughout the school year • complete an evaluation of the program |

Course Standards and Alignment

(Please list the standards that will be addressed in this course. For each standard, include a brief explanation of how it will be integrated into the curriculum.)

| Standard | Description/Explanation | Description/Explanation |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| MI: Career & Employability Standards | Career & Employability Standards (2007) | |
| I. APPLIED ACADEMIC SKILLS | A. Reading, English & Language Arts 1. Read a technical manual and write a clear & logical report explaining the information using standard business English. 2. Give a verbal report on reading from a technical manual. B. Mathematics 1. Approach practical and workplace problems using a variety of mathematical techniques. C. Listening & Presentation Skills 1. Use correct grammar to communicate verbally. D. Technology 1. Apply technology to the workplace or career situation. | Students will demonstrate applied academic skills in a variety of work related experiences and activities. |
| II. CAREER PLANNING | A. Career Planning 1. Organize career information and labor market trends from a variety of sources. 2. Explain the advantages and disadvantages of working for self, others, being an employee of a large or small organization. | Students will participate in a variety of career building and career interest surveys and assessments. Students will also evaluate the preferences based on |

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| | <p>3. Analyze information & preferences from work-based opportunities.</p> <p>4. Interpret information from a variety of career assessments to identify career interests and abilities.</p> <p>5. Apply a decision-making model and use career assessment information to choose a career pathway.</p> <p>6. Annually review EDP and include a plan for continuing education.</p> | the work activities they complete. |
| IV. PROBLEM SOLVING | <p>A. Problem Solving</p> <p>1. Apply a problem solving model to a workplace situation that involves setting goals, implementing and evaluating results.</p> <p>2. Identify typical problems that occur in a workplace and use a problem solving model to devise solutions, compare alternatives to past solutions, and predict their success.</p> | Students will have opportunities to practice and develop problem solving skills. Students will identify and discuss problems within the work setting and practice positive problem solving skills. |
| V. PERSONAL MANAGEMENT | <p>A. Responsibility</p> <p>1. Demonstrate regular attendance, promptness, and staying with a task until satisfactory completion.</p> <p>2. Complete assignments with minimum supervision and meet deadlines.</p> <p>3. Use mistakes as learning opportunities; demonstrate persistence and adaptability to change.</p> <p>B. Self-Management</p> <p>1. Monitor & evaluate accurately one's progress towards a goal or completion of a project.</p> <p>2. Demonstrate health and safety practices and drug-free behavior in school & workplace settings.</p> <p>3. Obtain a driver license and demonstrate driving skills and safety and/or use public transportation.</p> <p>4. Prioritize and accomplish tasks independently.</p> <p>5. Use appropriate personal expression and relate to school and work settings.</p> <p>C. Ethical Behavior</p> <p>1. Demonstrate ethical behavior in school, work, and community situations.</p> <p>2. Describe employer-employee rights and responsibilities.</p> <p>3. Demonstrate appropriate behaviors necessary to maintaining employment.</p> <p>4. Demonstrate positive personal qualities as a group leader.</p> <p>D. Respect for Self and Others</p> | Students will develop personal management skills such as responsibility, self management, ethical behavior, and respect for self and others through a variety of work experiences and classroom based activities. |

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| | <ol style="list-style-type: none"> 1. View accomplishments or failures of self and others accurately and in a positive manner. 2. Understand how to make improvements and ask for help from adults as needed. 3. Offer encouragement and ideas to others as they work toward attaining their goals. 4. Provide for customer needs and expectations in a helpful and courteous manner. 5. Respect other points of view. 6. Demonstrate customer service skills in an appropriate setting by listening, suggesting solutions, and communicating the issues at hand. | |
| VI. ORGANIZING SKILLS | <p>A. Time</p> <ol style="list-style-type: none"> 1. Determine goals and develop an action plan to accomplish them within a given time frame. 2. Read time charts and work schedules and perform tasks within time constraints of school or the workplace. 3. Prioritize tasks and revise schedules as needed. <p>B. Money</p> <ol style="list-style-type: none"> 1. Estimate costs and prepare a detailed budget for a school-based or work-based project. 2. Report the costs of various components of a budget and adjust budget items as needed. 3. Understand compensation practices and financial management and explain how financial resources can be used effectively and efficiently. <p>C. Materials</p> <ol style="list-style-type: none"> 1. Utilize materials, tools, and processes to complete a task related to a career selection. 2. Compile a list of materials and supplies needed in advance of an assignment. 3. Acquire resources in a timely fashion and take responsibility for their care. 4. Identify and prepare tools, equipment, space, and facilities appropriate for a task. 5. Work within constraints of safety precautions and available resources. <p>D. Human Resources</p> <ol style="list-style-type: none"> 1. Learn cooperation and leadership in a team at school or in a workplace setting. 2. Organize and communicate with members of a team using varied methods of communications. | Students will be provided the opportunity to develop and practice time management skills, budgeting and material organization skills through work and classroom activities. Students will also learn about and explore a variety of topics related to human resources. |

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| | <p>3. Recognize the individual roles of team members, delegate tasks, and give feedback on performance.</p> <p>4. Acknowledge and utilize the skills, abilities, and input of all members of a team.</p> | |
| VII. TEAMWORK | <p>A. Group Participation</p> <p>1. Exhibit teamwork skills including trust and loyalty to the group, and demonstrate connectedness to group members, values, and culture.</p> <p>2. Take personal responsibility for influencing and accomplishing group goals.</p> <p>3. Demonstrate understanding of how effective teams operate within organization and diverse settings.</p> <p>4. Solve a career/work-related problem as a member of a team.</p> <p>B. Conflict Resolution</p> <p>1. Demonstrate leadership by listening to others and asking appropriate questions to clarify a problem or issue.</p> <p>2. Summarize a problem clearly and in appropriate detail.</p> <p>3. Suggest constructive alternatives with confidence that will help resolve a conflict.</p> <p>4. Compromise and/or build consensus within a group and summarize the decision of the group while maintaining respect for minority viewpoints.</p> <p>5. Participate in the implementation of a group's decision and evaluate the results.</p> <p>6. Show sensitivity to others' thoughts and opinions and relate them to the resolution process.</p> <p>C. Diversity</p> <p>1. Understand and respect the concerns of members of cultural, gender, age, and ability groups.</p> <p>2. Be respectful of a variety of differences of people in a work/school setting.</p> <p>3. Demonstrate ability to work with others with different backgrounds, cultures, and abilities.</p> <p>D. Leadership</p> <p>1. Demonstrate leadership ability in a work or school setting.</p> <p>2. Recognize and take advantage of leadership opportunities that give direction to other team members, or that encourage other members to complete tasks.</p> | <p>Students will have a variety of opportunities to develop and practice team work, and will practice ways to identify, discuss and resolve conflict in the work setting.</p> |

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| IX. UNDERSTANDING SYSTEMS AND USING TECHNOLOGY | A. Understanding Systems and Using Technology 7. Demonstrate the use of equipment and machines to solve practical or work-based problems. 8. Demonstrate effective use of a variety of on-line technological resources. 9. Determine what kind of application is needed for a given task and use it effectively. 10. Use technologies as tools for communication of technical or work-related information. 11. Use technology effectively in solving problems in an area of career interest. | Students will explore the role of technology in the workplace. |
| X. EMPLOYABILITY SKILLS | A. Employability Skills 1. Continue the EDP process which includes an annual review with student and counselor and notification of parents. 2. Participate in work-based opportunities such as job-shadowing, mentorships, work experiences, etc. 3. Show ability to market oneself by preparing for and completing an interview process. 4. Accurately complete records/documents to support job applications (inquiry letters, resume, references, evaluations, follow-up letters). 5. Use a portfolio, resume, record of attendance, certificates, and/or transcript as self-marketing tools to demonstrate interest and competence. 8. Understand the need for lifelong learning in a rapidly changing job market. | Students will update their Educational Development Plans throughout the course of the class and will practice developing and completing workplace documents. |
| XI. TECHNOLOGY SKILLS | A. BASIC OPERATIONS AND CONCEPTS 1. Discuss emerging technology resources (e.g., podcasting, webcasting, compressed video delivery, online file sharing, graphing calculators, global positioning software) 5. Understand the purpose, scope, and use of assistive technology. 6. Understand that access to online learning increases educational and workplace opportunities. B. SOCIAL, ETHICAL, AND HUMAN ISSUES 1. Identify legal and ethical issues related to use of information and communication technology. 5. Identify ways that individuals can protect their technology systems from unethical or unscrupulous users. | Students will explore technology and practice using technology for workplace communication. Students will review safe technology and social media use. |

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| | <p>6. Demonstrate the ethical use of technology as a digital citizen and lifelong learner.</p> <p>10. Adhere to the district acceptable use policy as well as state and federal laws.</p> <p>11. Explore career opportunities and identify their related technology skill requirements.</p> <p>12. Design and implement a personal learning plan that includes technology to support his/her lifelong learning goals.</p> <p>C. TECHNOLOGY PRODUCTIVITY TOOLS</p> <p>2. Use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence)</p> <p>3. Have access to and utilize assistive technology tools.</p> <p>9. Have the opportunity to participate in real-life experiences associated with technology-related careers.</p> <p>D. TECHNOLOGY COMMUNICATIONS TOOLS</p> <p>1. Identify and describe various telecommunications or online technologies (e.g., desktop conferencing, listservs, blogs, virtual reality)</p> <p>2. Use available technologies (e.g., desktop conferencing, e-mail, groupware, instant messaging) to communicate with others on a class assignment or project.</p> <p>3. Use a variety of media and formats to design, develop, publish, and present products (e.g., presentations, newsletters, web sites) to communicate original ideas to multiple audiences.</p> <p>F. TECHNOLOGY PROBLEM-SOLVING and DECISION-MAKING TOOLS</p> <p>1. Use a variety of technology resources (e.g., educational software, simulations, models) for problem solving and independent learning.</p> | |
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Subject

COURSE CATALOG

2025 - 2026



Course Catalog

9-12 Core Curriculum, Electives and AP

**Entire course library translated into Spanish, Russian, Arabic and Ukrainian. More languages available upon request!*

Mathematics

Algebra Foundations
Algebra I
Algebra II
Geometry
Pre Calculus
Integrated Math I
Integrated Math II
Integrated Math III
Adv. Math & Trigonometry

History & Social Science

World History
US History
US Government & Politics
Economics
Ethnic Studies
Psychology

Science

Biology
Chemistry
Physics

English

English I
English II
English III
English IV
College Writing

World Language

Spanish I
Spanish II
French I
French II

Advanced Placement

AP Art History
AP Music Theory
AP French Language and Culture
AP Statistics
AP United States Government & Politics
AP English Language and Composition

Visual & Performing Arts

Drawing
Music Prod. & Digital Media
Photography

Electives

Cryptocurrency
Financial Literacy I
Financial Literacy II
Health
Intro to Computer Science
Intro to Engineering
Intro to NFTs
Philosophy
Physical Education I
Physical Education II
Senior Seminar

Course Catalog

9-12 Credit Recovery & Skills (non-credit)

**Entire course library translated into Spanish, Russian, Arabic and Ukrainian. More languages available upon request!*

Mathematics

Algebra Foundations
Algebra I
Algebra II
Geometry
Pre Calculus
Integrated Math I
Integrated Math II
Integrated Math III

History & Social Science

World History
US History
US Government & Politics
Economics

Science

Biology
Chemistry
Physics

English

English I
English II
English III
English IV

World Language

Spanish I
Spanish II
French I
French II

Visual & Performing Arts

Drawing
Photography

P.E./Health

Health
Physical Education

Subject Skills

World Languages
Math
English
History
Science
Social Media & Entrepreneurship
Acting

Course Catalog

9-12 Curriculum **Coming Soon**

Mathematics

Financial Algebra

Visual & Performing Arts

Art History

History & Social Science

New Mexico State History

World Language

Spanish III

American Sign Language (ASL)

Science

Environmental Science

Physical Science

Life Science

Earth Science (Space)

CTE

Social Work & Human Services

Entrepreneurship & Business Management

Course Catalog

6-8 Curriculum **Coming Soon**

Mathematics

Math - 6th grade
Math - 7th grade
Math - 8th grade

English

English Language Arts - 6th grade
English Language Arts - 7th grade
English Language Arts - 8th grade

History & Social Science

Ancient History
World Cultures & Geography
US History

Science

Earth Science
Environmental Science
Life Science
Physical Science

Electives

Introduction to Art
Introduction to Communication and Speech
Online Learning & Digital Citizenship
Strategies for Academic Success

Course Catalog

Universal Curriculum **Coming Soon**

ELD

English Language Development

EXECUTIVE SUMMARY

DATE: July 28, 2025

CONTACT PERSON: Dan Peña

PURPOSE: To approve the ratifying resolution to accept a School Improvement Bond purchase.

EXPLANATION:

The District is planning to issue School Improvement Bonds to finance upgrades to the heating systems at Alexander Elementary, Springbrook Middle School, and Adrian High School. These bonds will be paid back through guaranteed energy savings.

The sale of the bonds requires a ratifying resolution for the Superintendent or Designee to accept the lowest bid cost of the bond sale.

Thrun Law has drafted the ratifying resolution on behalf of the District.

RECOMMENDATION:

The Business Manager recommends that the Adrian Board of Education approve the ratifying resolution, which authorizes the Superintendent or Designee to accept the lowest bond sale cost.

EXECUTIVE SUMMARY

DATE: July 28, 2025

CONTACT PERSON: Ryan Skeels
Dan Peña

PURPOSE: To approve the quote for the purchase of student Chromebooks.

EXPLANATION:

As part of the ongoing technology upgrade plan, the District is seeking approval to acquire Chromebooks to replace Chromebooks that have been lost or damaged beyond repair. The requested quantity of 200 will enable the District to have approximately 5% of inventory on hand.

The Technology Director has obtained a quote from CDWG, a member of the REMC cooperative, for the replacements.

The District plans to purchase these devices through REMC, a cooperative purchasing program. Bidding is completed via the Cooperative, which follows Board Policy 3301-C (1)(d)-Purchasing and Procurement.

This purchase is for the following items:

- 200 Lenovo 100e Chromebook Gen 4 - 11.6" 8/64
- 200 Google Chrome Licenses

The total cost of purchasing these Chromebooks and licenses will be \$49,510, and Google-supported updates will be in effect until June 2033.

RECOMMENDATION:

The Chief Financial Officer recommends that the Adrian Board of Education approve the purchase of Lenovo Chromebooks and Google Chrome Licenses totaling \$49,510. The purchase will be paid through the Capital Projects and Technology Fund.

EXECUTIVE SUMMARY

DATE: July 28, 2025

CONTACT PERSON: Dan Peña

PURPOSE:

To approve the quote to remove and replace the roof at The Mouli Center.

EXPLANATION:

The Mouli Center roof needs removal and replacement. The District requested and received three quotes as listed below.

- CS Roofing-\$46,685
- Tremco-\$60,000
- Damschroder-\$77,458.75

RECOMMENDATION:

The Business Manager recommends that the Adrian Board of Education approve the quote for removing and replacing The Mouli Center roof and award the bid to CS Roofing at the next Board meeting. The cost is \$46,685 and will be paid out of the Capital Projects and Technology fund.

EXECUTIVE SUMMARY

DATE: July 28, 2025

CONTACT PERSON: Dan Peña

PURPOSE: To approve the bid for awarding an Energy Conservation Performance Contract.

EXPLANATION:

The District released an RFP for selection of an Energy Services Company to enter into an Energy Conservation Performance Contract.

The RFP was posted on the State website for two weeks as required, and a notice was published in the Daily Telegram on May 5, 2025. One bid was received from Trane.

Energy updates will be completed at Alexander, Springbrook, and Adrian High School. These updates will provide guaranteed energy savings by Trane, through which the District will be able to replace boiler switches at all three schools, and the boiler at the high school.

The District has worked with PFM to prepare an issuance of up to \$3.75M in non-qualified bonds to finance the project. The District's contribution will be \$1,700,000, with the guaranteed energy savings covering the payments of these bonds.

RECOMMENDATION:

The Chief Financial Officer recommends that the Adrian Board of Education approve the Energy Conservation Performance Contract with Trane for completing updates to the heating systems at Alexander Elementary, Springbrook Middle School, and Adrian High School.

EXECUTIVE SUMMARY

DATE: July 28, 2025

CONTACT PERSON: Derrick Richards
Nate Parker

PURPOSE:

Review the proposal to purchase the Renaissance Start K-12 assessments.

EXPLANATION:

This proposal recommends adopting the Renaissance STAR Assessment for the 2024–2025 school year, replacing the NWEA MAP Growth K–12 assessment that Adrian Public Schools has used since the 2010–2011 school year. The STAR Assessment will be used to measure academic growth in Mathematics and English Language Arts across all grade levels.

One of the primary reasons for the change is Renaissance's ability to provide more robust and actionable reporting, including standards-based reports that align closely with classroom instruction and support targeted intervention and enrichment.

The data from the STAR Assessment will be used to:

- Plan Tier I instruction for all students in the classroom
- Support placement decisions for advanced enrichment and intervention courses
- Develop individualized learning plans aligned to specific standards and academic goals

The STAR Assessment also fulfills the requirements of Michigan Public Act 224 of 2023, which mandates benchmark assessments in early literacy and mathematics. Specifically, districts must assess:

- Kindergarten students within the first 90 days of the school year
- Grades 1 through 3 within the first 30 days of the school year

The total cost for the STAR Assessment is \$34,080 and is budgeted in the 2024–2025 District Curriculum budget. For reference, the 2023–2024 NWEA purchase was partially funded by the 104i Benchmark Assessment Grant, which covered \$26,037 of the cost.

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent of Curriculum and Instruction and the Superintendent that the Adrian Board of Education approves the purchase of Renaissance Start K-12 assessments at the next scheduled board meeting.

EXECUTIVE SUMMARY

DATE: July 28, 2025

CONTACT PERSON: Nate Parker

PURPOSE: To review changes to existing board policies.

EXPLANATION:

As part of our service with Thrun Policy Services, they will update our policies as needed. The policy revisions are attached.

2504, 3110, 3115, 3115A, 3118, 3201, 3211, 3301, 3301A, 3304, 3307, 3402, 3407, 3408, 4101, 4103, 4105B, 4106, 4403, 4407, 4408, 4409, 5104, 5202, 5401, 5405, 5406, 5411, 5420, 5603, 5701, 5707, 5712

RECOMMENDATION:

The Superintendent recommends that the Adrian Board of Education review suggested changes to board policies.

Series 2000: Bylaws

2500 Board Meetings and Open Meetings Act Compliance

2504 Public Participation at Board Meetings

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

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

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

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

Date adopted:

Date revised:

Series 3000: Operations, Finance, and Property

3100 General Operations

3110 *Data Breach Response*

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

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

A. Assess and Investigate the Data Breach

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

B. Notifications Involving Michigan Resident Data

1. Promptly notify:

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

2. Notices must:

- a. be in writing;

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

Legal authority: MCL 445.63, 445.72

Date adopted:

Date revised:

Series 3000: Operations, Finance, and Property

3100 General Operations

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

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

Title IX sexual harassment is covered by Policy 3118.

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

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

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

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

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

Date adopted:

Date revised:

Series 3000: Operations, Finance, and Property

3100 General Operations

3115A Definitions for 3115 Series

A. The following definitions apply to policies 3115-3115H, 4101, 4102, and 5202, which address non-discrimination, anti-harassment, and non-retaliation:

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

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

B. Examples of Unlawful Harassment

Unlawful harassment may include, but is not limited to:

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

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

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

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

Date adopted:

Date revised:

Series 3000: Operations, Finance, and Property

3100 General Operations

3118 Title IX Sexual Harassment

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

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

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

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

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

A. Definitions

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

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

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

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

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

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

B. Posting Requirement

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

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

C. Designation of Title IX Coordinator

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

D. Reporting Title IX Sexual Harassment:

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

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

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

E. General Response to Sexual Harassment

1. District's Obligation to Respond without Deliberate Indifference

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

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

2. Response to Report of Title IX Sexual Harassment

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

3. Formal Complaint Filed

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

4. Equitable Treatment

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

5. Documentation and Recordkeeping

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

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

6. Supportive Measures

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

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

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

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

Supportive measures may include, but are not limited to:

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

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

7. Respondent Removal

a. Emergency Removal (Student)

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

b. Administrative Leave (Employee)

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

8. Law Enforcement

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

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

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

F. Grievance Process

1. Generally

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

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

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

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

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

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

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

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

2. Notice of Allegations

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

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

3. Informal Resolution

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

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

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

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

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

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

4. Investigation

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

a. Investigation Process

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

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

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

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

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

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

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

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

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

b. Investigation Report

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

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

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

5. Determination of Responsibility

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

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

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

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

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

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

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

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

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

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

- a. A procedural irregularity that affected the outcome.
- b. New evidence that was not reasonably available at the time the determination of responsibility or dismissal decision was made that could affect the outcome.
- c. The Title IX Coordinator, Investigator, or Decision-Maker had a conflict of interest or bias for or against the Complainant or Respondent, generally or individually, that affected the outcome.

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

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

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

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

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

G. Dismissal

1. Mandatory Dismissals

The Title IX Coordinator must dismiss a Formal Complaint if:

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

2. Discretionary Dismissals

The Title IX Coordinator may dismiss a Formal Complaint if:

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

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

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

H. Consolidation of Complaints

The Title IX Coordinator or Investigator may consolidate Formal Complaints where the allegations arise out of the same facts or circumstances. Where a Grievance

Process involves more than one Complainant or more than one Respondent, references in this Policy to the singular “party,” “Complainant,” or “Respondent” include the plural, as applicable.

I. Remedies and Disciplinary Sanctions

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

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

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

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

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

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

1. assemblies reminding students and staff of their obligations under this Policy and applicable handbooks;
2. additional staff training;
3. a climate survey; or
4. letters to students, staff, and parents/guardians reminding persons of their obligations under this Policy and applicable handbooks.

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

J. False Statements

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

K. Confidentiality

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

L. Retaliation

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

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

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

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

M. Training

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

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

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

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

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

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

N. Record Keeping

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

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

O. Office for Civil Rights

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

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

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

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

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

Date adopted:

Date revised:

Series 3000: Operations, Finance, and Property

3200 Finance and Borrowing

3201 Accounting

A. Financial Accounting

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

B. Pupil Accounting

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

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

Date adopted:

Date revised:

Series 3000: Operations, Finance, and Property

3200 Finance and Borrowing

3211 *Post-Issuance Tax Compliance*

A. Policy

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

B. Policy Implementation

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

C. Designation of Debt Compliance Officer

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

D. Responsibilities of Debt Compliance Officer

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

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

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

E. Internal Written Procedures and Protocols

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

F. Periodic Compliance Review

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

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

G. Record Retention

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

H. Training and Education

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

Legal Authority: IRC 148; Treasury Regulation 1.141-12

Date adopted:

Date revised:

Series 3000: Operations, Finance, and Property

3300 Facilities, Real, and Personal Property

3301 *Purchasing and Procurement*

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

A. Responsibility for Purchasing

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

B. When Competitive Bidding is Required

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

C. Bidding Procedure

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

- e. any other process, in the Superintendent's or designee's discretion, that is likely to result in at least 3 known vendors providing bids for the item sought, regardless of whether at least 3 bids are actually received.
2. Each bidder responding to a request for proposals must certify that it is not an Iran-linked business as defined by MCL 129.312.

3. Awarding Bids

- a. If competitive bidding is required by law, any contract must be awarded by the Board to the lowest responsible bidder.
- b. In determining bidder responsibility, the District may take 1 or more of the following into account:
 - the District's experience with the bidder;
 - others' experience with the bidder;
 - the bidder's history of satisfactory performance or questionable litigation, protests, or disputes;
 - the bidder's capitalization and solvency;
 - the length of time the bidder has been engaged in its business;
 - the recommendation of the District's professional consultants; and
 - any other factor consistently and lawfully applied.
- c. In any bid procedure, the District reserves the right to reject any or all bids or waive any informalities or irregularities in the bid process.

4. Michigan-Based Business Preference

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

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

D. Purchases Using State Aid Act Funds

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

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

E. Purchases Using Federal Funds

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

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

Date adopted:

Date revised:

Series 3000: Operations, Finance, and Property

3300 Facilities, Real, and Personal Property

3301A Purchasing and Procurement with Federal Funds

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

A. State Law Requirements Still Apply

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

B. Procurement Methods

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

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

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

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

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

3. Purchases over \$250,000

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

- C. The District will take affirmative steps to assure that small businesses, minority-owned businesses, women's business enterprises, veteran-owned businesses, and labor surplus area firms are included in bidding opportunities.
- D. A person may protest the veracity, conformity, or eligibility of a bid. The District will handle bid protests as follows:
1. within 48 hours of the time bid results are available, the protesting person will submit a written protest to the Superintendent describing in detail the nature of the protest;
 2. the Superintendent or designee will review the written protest, and the Superintendent may bring it to the Board's attention in the Superintendent's discretion; and
 3. a person's failure to file a protest as described above is an irrevocable waiver of the bid protest.

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

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

Legal authority: 2 CFR 200.1 et seq.

Date adopted:

Date revised:

Series 3000: Operations, Finance, and Property

3300 Facilities, Real, and Personal Property

3304 Use of District Property

A. Definitions

1. "Non-curricular education group" means a non-student group comprised of a substantial number of District students organized for the general benefit of students, such as Boy Scouts, Girl Scouts, 4-H, and other similar groups.
2. "Non-student group" means any group or persons, other than a student group, who requests to use District facilities and are supervised by at least 1 adult responsible for the group.
3. "Student group" means 1 or more students participating in District-sponsored curricular or extracurricular activities supervised by District personnel, such as an athletic team, student council, academic team, or student club.

B. General Facilities Use Guidelines

1. Rental fees for District facilities and equipment will be set by the Superintendent or designee.
2. Any person or group using District facilities must maintain order and safety, protect property, and restore the facilities to their condition before use.
3. The District may seek reimbursement from a user of its facilities for any costs the District incurs in opening, restoring, or cleaning such facilities.
4. The Superintendent or designee may deny a request to use the District's facilities or equipment if the Superintendent or designee believes that the person or group does not have sufficient financial resources to cover costs required by this Policy or is unwilling to pay them.
5. No person or group using District facilities under this Policy may charge a fee for admission or parking unless approved in writing in advance by the Superintendent or designee.
6. Any person or group using the District's facilities for any purpose must comply with all **applicable laws**, Board Policies, rules, and regulations.
7. For a non-student group that wishes to use a facility, a supervising adult must submit a written facility use request to the Superintendent or designee. The request, applicable rental fee, and other required documents must be received by the Superintendent or designee before any facility use will be considered. The supervising adult assumes primary responsibility for complying with subsection B.2.

8. Leasing District property is addressed in Policy 3305.

C. Use of District Facilities by Student Groups

1. The applicable building principal may determine the time and place of a student group's use of available District facilities.
2. Student groups may use available District facilities without charge.
3. The District may bear any costs associated with use by a student group (e.g., fees paid to a cook or a custodian).
4. Student groups have priority to use District facilities over non-student groups.

D. Use of District Facilities by Non-Student Groups

1. The Superintendent or designee may authorize or limit the use of District facilities by non-student groups consistent with this Policy and applicable law.
2. When any non-student group requests to use District facilities, the group **may** **will** be required to provide proof of insurance, naming the District as an additional insured, with coverage acceptable to the Superintendent or designee.
3. Use must occur while the facility is available, with minimal interference to scheduled activities, custodians, or other student and personnel facility use.
4. The facility use will occur at times and places determined by the Superintendent or designee.
5. If non-student groups are authorized to use District facilities, the Superintendent or designee will prioritize their use in the following order:
 - a. Category 1: Adrian Public Schools Events and District Partners (Maple Fans Club, Music Boosters, Educational Foundation, APS Student based YMCA programs)
 - b. Category 2: Non-Profit Organizations, Employees of APS **alumni reunions**
 - c. Category 3: In-District Individual or In-District Private for Profit
 - d. Category 4: Out-of-District Non-Profit, Out-of-District Private For-Profit or Out-of-District Individuals
 - e. Category 5: Long Term Rental Agreement of 6 or more sessions

The Superintendent or designee has sole discretion to determine the classification of a non-student group. The rental fee schedule is as follows:

6. The District's facilities are not public fora.
7. Denial of access

- a. The Superintendent or designee may reject a non-student group's request to use District facilities if the group's use of the facilities is for a commercial purpose. A booster club or other organization raising money purely for the support of a student group and not for personal profit is not considered a commercial purpose.
- b. The Superintendent or designee may lawfully restrict, exclude, or impose conditions on a person inappropriately using District facilities or violating this Policy. A person who refuses to comply may be considered a trespasser.

E. Reserved

F. Using District Personal Property

1. A person may use District personal property for non-school use only with the prior permission of the Superintendent or designee.
2. The District may seek reimbursement from a user of its personal property for any costs the District incurs in repairing or replacing such personal property.

Date adopted: September 13, 2021

Date revised: August 8, 2022

Rental Fee Schedule

- Category 1: Adrian Public Schools Events and District Partners (Maples Fans Club, Music Boosters, Educational Foundation, APS Student-based YMCA Programs. Costs incurred for direct services will be charged.)
- Category 2: Non-Profit Organizations, Employees of APS, **and alumni reunions**
- Category 3: In-District Individual or In-District Private For-Profit
- Category 4: Out of District Non-Profit, Out of District Private For-Profit or Out of District Individual
- Category 5: Long Term Rental Agreement of 6 or more sessions

| Facility | Category 1 | Category 2 | Category 3 | Category 4 | Category 5 |
|--------------------------|------------|--------------|---------------|---------------|---------------|
| Maple Stadium | No Charge | \$55.00/hour | \$82.50/hour | \$110.00/hour | \$55.00/hour |
| Maple Stadium w/lights | No Charge | \$82.50/hour | \$110.00/hour | \$170.00/hour | \$110.00/hour |
| Soccer | No Charge | \$33.00/hour | \$55.00/hour | \$82.50/hour | \$33.00/hour |
| Baseball/Softball | No Charge | \$33.00/hour | \$55.00/hour | \$82.50/hour | \$33.00/hour |
| Track | No Charge | \$33.00/hour | \$55.00/hour | \$82.50/hour | \$33.00/hour |
| HS Gym | No Charge | \$82.50/hour | \$99.00/hour | \$110.00/hour | \$110.00/hour |
| HS Pool | No Charge | \$82.50/hour | \$99.00/hour | \$110.00/hour | \$110.00/hour |
| | | | | | |
| HS Cafeteria | No Charge | \$55.00/hour | \$66.00/hour | \$82.50/hour | \$55.00/hour |
| HS Cafeteria and Kitchen | No Charge | \$82.50/hour | \$110.00/hour | \$127.50/hour | \$110.00/hour |
| HS B100 | No Charge | \$27.50/hour | \$27.50/hour | \$55.00/hour | \$27.50/hour |
| HS Courtyard | No Charge | \$33.00/hour | \$55.00/hour | \$82.50/hour | \$44.00/hour |
| MS/HS Media Center | No Charge | \$33.00/hour | \$55.00/hour | \$82.50/hour | \$44.00/hour |
| MS Gym | No Charge | \$33.00/hour | \$55.00/hour | \$82.50/hour | \$44.00/hour |
| Elementary Media Center | No Charge | \$22.00/hour | \$27.50/hour | \$38.50/hour | \$27.50/hour |
| Elementary Gym | No Charge | \$22.00/hour | \$33.00/hour | \$38.50/hour | \$27.50/hour |
| Classrooms | No Charge | \$11.00/hour | \$22.00/hour | \$27.50/hour | \$16.50/hour |
| Computer Labs | No Charge | \$55.00/hour | \$82.50/hour | \$110.00/hour | \$71.50/hour |

| Personnel Type | Rate | Time Allocation |
|-------------------------|---------------------------------|-----------------|
| Custodial | \$25.00 30.00 | Per Hour |
| Maintenance | \$40.00 50.00 | Per Hour |
| Information Technology | \$50.00 | Per Hour |
| Food Service | \$25.00 | Per Hour |
| Event Supervisor | \$50.00 | Per Hour |

Revised July 2021, September 2024

Series 3000: Operations, Finance, and Property

3300 Facilities, Real, and Personal Property

3307 Construction Administration

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

A. Plan Review

1. Before commencing construction, the District, or an authorized agent on the District's behalf, will submit project plans and specifications to the Michigan Bureau of Construction Codes Plan Review Division.
2. Alternatively, the District may submit the plans and specifications to the applicable local building department if the Board and the municipality's governing body have properly certified that full-time code officials, inspectors, and plan reviewers registered under the Skilled Trades Regulation Act will conduct plan reviews and inspections. In that situation, the District must also submit the plans and specifications to the Bureau of Fire Safety.
3. Reserved
4. Before the District commences new construction or major renovation of a school building or athletic facility, the Superintendent or designee will consult with the law enforcement agency that will be the first responder for that building or facility about safety issues.

B. Professional Consultants

1. If the total cost of a school building construction project will be \$15,000 or more:
 - a. a Michigan-licensed architect or professional engineer must prepare the plans and specifications; and
 - b. a qualified person or firm must supervise construction as provided in MCL 388.85~~24~~.
2. The District may hire a construction manager for any project. If the construction manager also performs construction, either directly or by assuming responsibility for the work of other contractors (e.g., construction manager as constructor):
 - a. the construction manager may not supervise such construction under MCL 388.85~~24~~; and
 - b. the District must still bid the project as required by law.

C. Payment and Performance Bonds

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

D. Prevailing Wage

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

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

Date adopted:

Date revised:

Series 3000: Operations, Finance, and Property

3400 School Safety and Security

3402 Drills, Plans, and Reports

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

A. Emergency Drills

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

B. Cardiac Emergency Response Plan

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

C. Drinking Water Management Plan

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

D. Cooperation

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

E. Safety and Emergency Plans

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

F. Reporting Incidents of Crime

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

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

Date adopted:

Date revised:

Series 3000: Operations, Finance, and Property

3400 School Safety and Security

3407 Asbestos Management

A. Asbestos Management Plan

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

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

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

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

D.4. The Board designates Operations Director to oversee the District's compliance with the asbestos management plan and AHERA.

B. Asbestos Abatement Contractors

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

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

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

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

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

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

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

Date adopted:

Date revised:

Series 3000: Operations, Finance, and Property

3400 School Safety and Security

3408 Firearms and Weapons

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

A. As used in this Policy:

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

B. Permitted Uses

The following persons may possess a weapon on District property:

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

5. a person licensed to carry a concealed pistol may possess a pistol but is only allowed to open carry;
6. Reserved
7. Reserved

C. Violations

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

D. Notices

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

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

Date adopted:

Date revised:

Series 4000: District Employment

4100 Employee Rights and Responsibilities

4101 Non-Discrimination

A. Equal Employment Opportunity

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

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

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

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

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

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

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

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

B. Reporting Requirements

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

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

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

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

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

C. Employment Discrimination Compliance Training

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

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

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

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

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

Date adopted:

Date revised:

Series 4000: District Employment

4100 Employee Rights and Responsibilities

4103 Whistleblowers' Protection

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

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

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

Legal authority: MCL 15.361 et seq.

Date adopted:

Date revised:

Series 4000: District Employment

4100 Employee Rights and Responsibilities

4105B Religious Workplace Accommodations for Employees and Applicants

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

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

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

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

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

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

Date adopted:

Date revised:

Series 4000: District Employment

4100 Employee Rights and Responsibilities

4106 Family and Medical Leave Act (FMLA)

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

A. Qualifying for FMLA Leave

1. Employee Eligibility

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

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

b. The applicable 12-month period to determine an employee's entitlement to FMLA leave (i.e., the FMLA leave year) is a "rolling" 12-month period measured backward from when the FMLA leave would commence. An eligible employee taking FMLA leave to care for a covered service member or veteran with a serious injury or illness is allowed to take up to 26 work weeks of leave in a single 12-month period measured forward from the date the employee first takes leave.

2. Qualifying Events

- ###### a. An eligible employee may take FMLA leave, up to a total of 12 work weeks, during any 12-month period for any one or more of the following:
- i. the birth or care of the employee's newborn child;
 - ii. the employee's care for a newly adopted child or child placed in the employee's home for foster care;
 - iii. to care for a spouse, child (who is younger than age 18, or over 18 but incapable of self-care), a Parent (but not parent-in-law), or an individual

for whom the employee stands *in loco parentis* who has a serious health condition;

- iv. the employee's own serious health condition; or
- v. a qualifying military exigency about an employee, the employee's spouse, child (regardless of age), or Parent.

- b. An eligible employee may take up to 26 work weeks of leave during a single 12-month period to care for a covered service member who is receiving medical treatment, recuperation, or therapy, or is in outpatient status, or is on the temporary disability retired list for a serious injury or illness. The employee must be the spouse, child, Parent (regardless of their child's age), or next of kin of the covered service member. This subsection applies to veterans of the Armed Services who suffered an injury or illness, or aggravated an injury or illness, in the line of duty on active duty if the veteran was a member of the Armed Forces at any time during the 5 years before receiving treatment.

3. Limitations on FMLA Leave

- a. The entitlement to leave for the birth of a child or placement of a child with an employee for the purposes of adoption or foster care expires at the end of the 12-month period beginning on the date of the birth or placement, and these circumstances do not qualify for intermittent or reduced schedule leave
- b. Concerning spouses who are both employed by the District, and both eligible for FMLA leave, they are limited to a combined total of 12 work weeks of FMLA leave for the birth or placement, or related care, of a child for adoption or foster care with the employees or the care of a Parent with a serious health condition. This limitation does not apply to the care of a spouse or child with a serious health condition or to an employee's own serious health condition.
- c. Concerning the entitlement to 26 work weeks of leave to care for a covered service member with a serious illness or injury, the 26 work week allotment may include other reasons for FMLA leave authorized by the Act. But in that allotment, an employee is not entitled to more than 12 work weeks of leave for reasons unrelated to the care for a covered service member with a serious illness or injury.
- d. Concerning spouses who are both employed by the District, and both eligible for FMLA leave to care for a covered service member, they are limited to a combined total of 26 work weeks of leave for all leaves authorized by the Act during the 12-month period commencing with FMLA leave to care for a covered service member. The spouses are subject to the 12 work week limitation for leave related to the birth or placement, or related

care, of a child for adoption or foster care with the employees or the care of a Parent with a serious health condition.

B. FMLA Notice

1. An employee must give the District notice of FMLA leave as follows:
 - a. When the need for FMLA leave is foreseeable (e.g., for the birth of a child, placement for adoption or foster care, or planned medical treatment), 30 calendar days' notice is required. If the employee fails to give 30 calendar days' notice with no reasonable excuse, the District reserves the right to deny or to delay the employee's FMLA leave. If the FMLA leave is for planned medical treatment, the employee must make reasonable efforts to schedule treatment so as not to unduly disrupt the District's operations.
 - b. When the need for FMLA leave is unexpected, the employee must provide notice to the District as soon as practicable.
2. For both foreseeable and unexpected leave, employees must comply with District Policies, work rules, collective bargaining agreement provisions, and customary absence reporting procedures. Failure to comply with these requirements may be grounds to delay or deny the employee's FMLA leave request and may result in discipline.
3. Absent extenuating circumstances, within 5 work days after an employee requests FMLA leave or the District has reasonable information that an employee may qualify for FMLA leave, the District will provide to the employee a copy of this Policy and the U.S. Department of Labor's (DOL) "Notice of Eligibility and Rights & Responsibilities" DOL Form WH-381 (as updated).
4. Once the District receives sufficient notice, including any requested medical certification (see below), that an employee's leave qualifies as FMLA leave, the District will, absent extenuating circumstances, within 5 work days, notify the employee in writing whether the leave is designated as FMLA leave using DOL Form WH-382 (as updated).

C. Certification

1. If an employee requests FMLA leave due to the employee's serious health condition or to care for a Parent, child, or spouse with a serious health condition, the employee must provide medical certification from a health care provider of the serious health condition involved and, if applicable, verification that the employee is needed to care for the family member and the expected duration of the leave. Employees requesting leave for a qualifying exigency or leave to care for a covered service member with a serious injury or illness must provide the appropriate certification. The District will provide the employee with the appropriate DOL form applicable to the employee's requested leave.

2. Employees must return the requested certification within 15 calendar days after the request. The District may delay or deny FMLA leave if submission of the certification is not timely.
3. Failure or refusal to provide requested medical certification within 15 calendar days may result in denial of the leave being designated as FMLA leave.
4. If an employee provides an incomplete or insufficient certification, the District will advise the employee, in writing, of the deficiencies and what additional information is needed. An employee must return the requested additional information within 7 calendar days. The District, but not the employee's direct supervisor, may contact an employee's health care provider for clarification or authentication of a certification. The District may not contact the employee's health care provider if a complete and sufficient certification, signed by the health care provider, is submitted.
5. If the District has reason to doubt the medical certification an employee submits, the District may require, at its expense, that the employee obtain a second opinion from a health care provider of the District's choice. If the second opinion differs, the District may require, at its expense, that a third opinion be obtained from a health care provider who is mutually selected by the employee and the District. The third medical certification will be final and binding on both parties. If the employee refuses to be examined by the third health care provider, the employee will be bound by the second opinion. The District may not request a second opinion for leave to care for a covered service member or veteran with a serious injury or illness.

The District may request recertification consistent with FMLA regulations. Recertification will be at the employee's expense.

The District may request recertification in less than 30 calendar days if: an employee requests an extension of FMLA leave; circumstances stated in the prior certification have changed significantly; or the District receives information that casts doubt upon the employee's stated reason for the absence or the certification's validity.

D. Concurrent Leave and Substitution of Paid Leave

FMLA leave provided to employees is unpaid, unless the employee has applicable paid leave. Applicable paid leave (e.g., sick, personal, business, vacation, paid time off, leave under Michigan ~~Paid Medical Leave~~Earned Sick Time Act (MPMLAESTA), or workers' compensation) will run concurrently with FMLA leave at the election of either the District or the employee. The ability to use paid leave concurrently with FMLA leave is subject to compliance with the procedures and conditions normally associated with the paid leave. A medical leave of absence covered by workers' compensation runs concurrently with FMLA leave and consistent with an applicable individual employment contract or collective

bargaining agreement. FMLA leave beyond an employee's applicable accrued paid leave is unpaid.

E. Intermittent and Reduced Schedule Leave

1. Eligible employees may take FMLA leave intermittently or on a reduced schedule when leave is taken to care for a family member with a serious health condition, for an employee's own serious health condition, because of a qualifying exigency, or to care for a covered service member or veteran, an eligible employee may take leave intermittently or on a reduced schedule when medically necessary.
2. Intermittent or reduced schedule leave will not result in a reduction in the employee's total amount of leave beyond the amount of leave actually taken. Intermittent and reduced schedule FMLA leave will be accounted for in the shortest increment used to account for leave generally within the employee's classification.

Employees must follow the District's absence reporting procedures when using intermittent leave.

3. When an instructional employee seeks to take intermittent or reduced schedule leave to care for a family member with a serious health condition, to care for a covered service member or veteran, or for the employee's own serious health condition which is foreseeable based on planned medical treatment, and the employee would be on leave for more than 20% of the total number of work days over the leave period, the District may either require the employee to take leave on a full-time basis for the duration of the requested intermittent or reduced schedule leave or temporarily transfer the employee to an alternate position with equivalent pay and benefits.
4. If an eligible employee requests intermittent or reduced schedule leave for a foreseeable medical treatment, including during a period of recovery from a serious health condition, the District may require the employee to transfer temporarily to an available alternate position for which the employee is qualified and which better accommodates recurring periods of leave than the employee's regular position. The alternate position must have equivalent pay and benefits as the employee's regular position.

F. Group Health Plan Benefits

1. Eligible employees are generally entitled to the continuation of District-provided group health plan benefits while on FMLA leave. Group health plan benefits include medical, dental, and optical insurance coverages in which the employee is enrolled at the time that FMLA leave is taken.
2. The District will continue paying its portion, if any, of the employee's group health plan costs and insurance premiums or representative premiums while the employee is on FMLA leave and in accordance with any applicable

collective bargaining or individual employment contract. Any share or portion of the group health plan costs, insurance premiums, or representative premiums paid by the employee before FMLA leave must continue to be paid by the employee during FMLA leave. See DOL Form WH-381. An employee's failure to pay his/her portion of group health plan costs, insurance premiums, or representative premiums during FMLA leave may result in loss of coverage if the employee's contribution is more than 30 calendar days late. The District will provide the employee with written notice at least 15 calendar days before cancelling the employee's coverage because of a failure to make employee contributions.

3. As addressed in subsection I below, an employee who fails to voluntarily return to work after FMLA leave may be required to repay the District for his/her group health plan benefit costs.

G. Return to Work

1. At the expiration date of an employee's FMLA leave, the employee will be returned to that employee's former position or an equivalent position with the same pay, benefits, and working conditions. An employee taking FMLA leave has no greater right to reinstatement than if the employee had been continuously employed during the FMLA leave period.
2. If an employee was unable to renew a license or certification because of FMLA leave and is no longer qualified for the employee's former position, the District will provide the employee reasonable time, on unpaid status, to fulfill the necessary return to work conditions.

3. Instructional Employees

- a. "Instructional" employees are those whose principal function is to teach and instruct students in a class, small group, or individual setting.
- b. If an instructional employee begins FMLA leave more than 5 weeks before the end of a term or semester, the District may require the employee to take FMLA leave until the end of the term or semester if the FMLA leave is to last at least 3 weeks and the employee would return to work during the 3-week period before the end of the term or semester.
- c. If an instructional employee begins FMLA leave during the 5-week period before the end of a term or semester because of the birth or placement for adoption or foster care of a child, to care for a spouse, child, or Parent with a serious health condition, or to care for a covered service member or veteran, the District may require that FMLA leave be taken until the end of the term or semester if the instructional employee would return to work during the 2-week period immediately before the end of the term or semester and the leave is to last more than 2 weeks.

- d. If an instructional employee begins FMLA leave during the 3-week period before the end of a term or semester because of the birth or placement for adoption or foster care of a child, to care for a spouse, child, or Parent with a serious health condition, or to care for a covered service member or veteran, the District may require the employee to take FMLA leave until the end of the term or semester, if the leave will last more than five (5) work days.
- e. Any additional FMLA leave required of an instructional employee by the District will not count against the employee's allotment of FMLA leave.

4. Fitness for Duty

The District may require that an employee returning from FMLA leave submit a fitness-for-duty certification from a health care provider which addresses the employee's ability to return to work and perform the essential functions of the employee's position. The District must provide the employee with notice of the requirement to provide a fitness-for-duty certification and the essential functions of the employee's position when the District provides the employee the designation of FMLA leave notice (DOL Form WH-382, as updated). If the employee fails to submit the fitness-for-duty certification in a timely manner, return from FMLA leave may be delayed by the District. The employee may be terminated if he/she fails to submit the fitness-for-duty certification.

5. Unless a collective bargaining agreement provides otherwise, an employee on unpaid FMLA leave is not entitled to accrue seniority, employment benefits (other than medical insurance), or any benefit conditioned on length of service or work performed.

H. Denial of Key Employee Restoration

1. The District reserves the right to deny restoration to the same or equivalent position to any eligible employee who is a key employee, meaning any employee who is paid a salary and is in the highest paid 10% of employees. The District may deny restoration if necessary to prevent substantial and grievous economic injury to the District's operations. If the District intends to deny restoration to a key employee, it will:
 - a. use DOL Form WH-381, as updated, to notify the employee of his/her status as a key employee in response to the employee's request for FMLA leave and provide the employee with an explanation of the consequences for the employee if the District determines that substantial and grievous injury will result to its operations if the employee is reinstated after FMLA leave;
 - b. notify the employee, in person or by certified mail, as soon as the District decides it will deny restoration and the reasons for the denial;
 - c. offer the employee a reasonable opportunity to return to work from FMLA leave after giving this notice;

- d. make a final determination as to whether reinstatement will be denied at the end of the leave period if the employee then requests restoration; and
- e. the District must maintain its group health plan cost, contributions, premium, or representative premium contributions for the employee's group health plan benefits for the entire term of the employee's FMLA leave, even after giving the employee notice that restoration will be denied.

I. Failure to Return to Work

1. An employee's unexcused failure to return to work upon expiration of FMLA leave will subject the employee to discharge unless the District grants an extension of leave as required by law or under a collective bargaining agreement, employee handbook, or individual employment contract. An employee who requests an extension of leave due to the continuation, recurrence, or onset of the employee's serious health condition, or the serious health condition of the employee's spouse, child, Parent, or covered service member or veteran, must submit to the employee's supervisor a written request for an extension. This written request must be made as soon as possible before the expiration of the employee's FMLA leave. Medical certification or recertification will be required to support any request for leave extension.
2. If an employee is unable to perform the essential functions of the position or an equivalent position at the end of FMLA leave, the District will comply with ADA requirements, as applicable.
3. If an employee fails to return to work after his/her FMLA leave expires, the employee must reimburse the District for any group health plan costs, contributions, premiums, and representative premiums that the District paid for continuation of the employee's group health benefits coverage during FMLA leave, unless the employee does not return due to: (a) the continuation, recurrence, or onset of the serious health condition which entitled the employee to FMLA leave and the employee provides the District with sufficient certification from the proper health care provider of the continuation, recurrence, or onset of the serious health condition; or (b) other circumstances beyond the employee's control. This provision does not apply to any group health plan cost, insurance premium, or representative premium contributions made by the District for periods during which the employee used paid leave concurrently with FMLA leave.

J. Recordkeeping

1. The District will maintain the following records related to FMLA requests and use:
 - a. basic payroll information;
 - b. dates (or hours) during which eligible employees take FMLA leave;

- c. copies of all notices, requests, and other documents related to FMLA leave;
 - d. copies of documents evidencing group health plan cost contributions, insurance premium, and representative premium payments made by the District on behalf of an eligible employee on FMLA leave; and
 - e. documents related to disputes about eligibility or designation of FMLA leave.
2. Medical certifications and other medical documentation related to FMLA leave will be maintained in a separate, confidential file from an employee's personnel file. See Policy 4224.

K. Notice to Employees

The District will post the appropriate notice of rights poster in a location easily seen by employees and include a general notice of employee FMLA rights in applicable employee handbooks or by providing employees notice at their time of hire.

Legal authority: 29 USC 2601 et seq.; 29 CFR 825.100 et seq.

Date adopted:

Date revised:

Series 4000: District Employment

4400 Professional Staff

4403 Performance Evaluation

Performance evaluations are essential to provide quality educational services and to measure competency. This Policy does not diminish the Board's authority or ability to non-renew a professional staff member's contract at the end of the contract's term, consistent with applicable statutes, collective bargaining agreements, Policies, and individual employment contracts. This Policy must be implemented consistent with Policy 1101.

A. Teachers as Defined by Revised School Code Section 1249 (K-12 certified teachers of record)

Teachers will be evaluated pursuant to a performance evaluation system consistent with Revised School Code Section 1249 and the Teachers' Tenure Act. This performance evaluation system will include, as appropriate, the following:

1. a year-end evaluation process that meets statutory standards;
2. an evaluation tool that incorporates components required by law, including:
 - a. locally agreed-on student growth and assessment data or student learning objectives, as defined by Revised School Code Section 1249;
 - b. the teacher's performance; and
 - c. objective criteria.
3. an individualized development plan (IDP) with performance goals developed by the evaluator in consultation with the teacher and recommended training designed to improve the teacher's effectiveness for:
 - a. all probationary teachers;
 - ~~b. teachers rated minimally effective or ineffective during the 2023-24 school year;~~
 - ~~c.~~ b. teachers rated needing support or developing; or
 - ~~d.~~ c. at the evaluator's discretion when performance deficiencies are noted.
4. classroom observations of at least 15 minutes each which include, at a minimum, a review of the teacher's lesson plan, the state curriculum standard used in the lesson, and pupil engagement, with appropriate written feedback and a post-observation meeting between the teacher and the school administrator conducting the observation to discuss those items;

5. a mid-year progress report, if required by law, which aligns with the teacher's individualized development plan, includes specific performance goals developed by the evaluator, and any recommended training identified by the evaluator;
6. a year-end performance evaluation effectiveness rating, of effective, developing, or needing support;
7. tenured teachers rated as highly effective or effective on the 3 most recent consecutive year-end evaluations may be evaluated triennially, but if the teacher is not rated as effective on one of the triennial year-end evaluations, the teacher must receive year-end evaluations;
8. a mentor for teachers rated developing or needing support or for teachers in the first year of probation;
9. opportunity for a tenured teacher rated needing support on a year-end evaluation to request a review consistent with Revised School Code Section 1249;
10. a tool approved by MDE, a modified MDE tool, or a local evaluation tool if adopted in compliance with Revised School Code Section 1249 and corresponding regulations;
11. website posting of required information for the evaluation tool;
12. training on the evaluation tool for teachers and evaluators as required by law; and
13. other components that the Superintendent or designee deems relevant, important, or in the District's best interests.

If a tenured teacher is rated ineffective or needing support on 3 consecutive year-end evaluations, the teacher must be discharged consistent with due process. The District is not precluded from discharging a teacher at other times as provided by the Teachers' Tenure Act.

If a teacher receives an unevaluated rating, the teacher's rating from the school year immediately before the designation must be used.

B. Non-Teaching Professionals Subject to the Teachers' Tenure Act

The performance evaluation system for a Non-Teaching Professional with a teaching certificate subject to the Teachers' Tenure Act must include multiple observations. An IDP will be developed during the employee's probationary period. Except during the probationary period, which must include annual evaluations, the Superintendent or designee will evaluate the employee's performance at intervals determined by the Superintendent or designee. The Superintendent or designee has discretion to select and use an evaluation tool that serves the District's best interests.

The Superintendent or designee also has discretion to implement an IDP if performance deficiencies are noted, regardless of the employee's effectiveness rating.

To the extent required by law, a tenured Non-Teaching Professional subject to the Teachers' Tenure Act rated as needing support may request a review consistent with Revised School Code 1249.

C. Non-Teaching Professionals and Teachers Not Subject to Revised School Code Section 1249

For Non-Teaching Professionals and teachers not subject to Revised School Code Section 1249, the Superintendent or designee will evaluate the employee's performance at intervals determined by the Superintendent or designee, except annual evaluation will be performed during the employee's probationary period. The Superintendent or designee has discretion to select and use an evaluation tool that serves the District's best interests.

An IDP may be established at the Superintendent's or designee's discretion.

Legal authority: MCL 38.71 et seq.; MCL 380.11a, 380.601a, 380.1233b, 380.1248, 380.1249; 380.1249a(2); MCL 423.215

Date adopted:

Date revised:

Series 4000: District Employment

4400 Professional Staff

4407 Discipline

Maintaining appropriate procedures and standards for addressing misconduct and other inappropriate behavior by Professional Staff is a critical component in furthering an effective educational environment and in providing quality educational services to students. Off-duty conduct may result in discipline if it adversely impacts the District and is not a legally protected activity. Information about substantiated unprofessional conduct will not be suppressed or removed from a personnel file consistent with Revised School Code Section 1230b. This Policy must be implemented consistent with Policy 1101.

A. Probationary Professional Staff

Probationary Professional Staff discipline or demotion may occur for any lawful reason.

1. If the complaint alleges suspected child abuse or neglect, the matter must be immediately reported to Children's Protective Services.
2. An employee who is subject to an investigatory interview that may result in discipline or who reasonably believes an investigatory interview may result in discipline may bring a representative consistent with Policy 4108.
3. The Superintendent or designee is authorized to place a Professional Staff member on paid, non-disciplinary administrative leave pending the completion of an investigation when, in the judgment of the Superintendent or designee, placing the Professional Staff member on leave will protect the investigatory process or work environment.
4. Disciplinary measures may include warning, reprimand, unpaid suspension, financial penalty, or discharge. This Policy does not require that disciplinary measures be applied progressively or sequentially. The District may apply appropriate disciplinary measures for the circumstances. The District may also consider preventative measures, including training, coaching, and other remedial measures.
5. Discipline will be confirmed in writing and placed in that person's personnel file. The person's year-end performance evaluation may also reflect the discipline.
6. The Superintendent or designee is authorized to impose discipline except for:
 - a. nonrenewal of a probationary teacher; or
 - b. discharge of a probationary teacher.

The Board's action may be based upon the Superintendent's or designee's written recommendation and applicable procedures set forth in the Teachers' Tenure Act.

B. Tenured and Non-Probationary Professional Staff

Tenured teacher discipline or demotion will occur only for a reason(s) that is not arbitrary or capricious. Likewise, the disciplining of Non-Teaching Professionals will be governed by the arbitrary or capricious standard unless expressly stated otherwise in a collective bargaining agreement, employee handbook, or individual employment contract. Under the arbitrary or capricious standard, a disciplinary decision must be supported by a preponderance of the evidence and the discipline must have a rational relationship to the established misconduct or inappropriate behavior.

Before imposing discipline, the Superintendent or designee will investigate whether a Professional Staff member engaged in conduct that may justify discipline. The investigation should include discussions with witnesses determined by the Superintendent or designee to have relevant information and a review of tangible evidence (e.g., documents, video, electronic communications). The Professional Staff member will be provided an opportunity to respond to the allegation(s).

If a Professional Staff member is governed by a collective bargaining agreement or individual employment contract, the Superintendent or designee will adhere to the disciplinary standards and procedures in that agreement. If the collective bargaining agreement or individual employment contract does not have an applicable provision, then the standards and procedures outlined below will apply.

The following procedures may be used for investigating allegations of Professional Staff misconduct or inappropriate conduct:

1. The Superintendent or designee may consult with legal counsel in appropriate cases and may request that legal counsel assist with an investigation.
2. The Superintendent or designee will give the Professional Staff member oral or written notice of the allegation(s).
3. If the complaint alleges suspected child abuse or neglect, the matter must be immediately reported to Children's Protective Services.
4. The Superintendent or designee will give oral or written notice of the time, date, and location of a meeting to provide the Professional Staff member with an opportunity to respond to the allegation(s) and substantiating factor(s).
5. An employee who is subject to an investigatory interview that may result in discipline or who reasonably believes an investigatory interview may result in discipline may bring a representative consistent with Policy 4108.

6. The Superintendent or designee is authorized to place a Professional Staff member on paid, non-disciplinary administrative leave pending the completion of an investigation when, in the judgment of the Superintendent or designee, placing the Professional Staff member on leave will protect the investigatory process or work environment.
7. If an investigation concludes that a preponderance of the evidence (i.e., more likely than not) establishes that the Professional Staff member engaged in conduct warranting discipline, the appropriate level of discipline will be guided by the following:
 - a. the seriousness of the offense;
 - b. the Professional Staff member's prior disciplinary and employment record;
 - c. whether other Professional Staff members have engaged in similar or like past conduct known to the District's administration and the discipline imposed for those infractions;
 - d. the existence of aggravating or mitigating factors, as determined by the Superintendent or designee;
 - e. applicable federal or state law;
 - f. the Professional Staff member's acceptance of responsibility;
 - g. the likelihood of recurrence; and
 - h. any other factors the Superintendent or designee determine are relevant.
8. Disciplinary measures may include:
 - a. warning;
 - b. reprimand;
 - c. unpaid suspension;
 - d. financial penalty; or
 - e. discharge.

This Policy does not require that disciplinary measures be applied progressively or sequentially. The District may apply appropriate disciplinary measure. The District may consider additional preventative measures to address the misconduct, including training, coaching, and other remedial measures.

9. Discipline will be confirmed in writing and placed in that person's personnel file. The discipline imposed may also be reflected in the person's year-end performance evaluation.

10. The Superintendent or designee is authorized to impose discipline except for:

- a. the discharge of a Professional Staff member; or
- b. the demotion of a tenured teacher, as defined in the Teachers' Tenure Act.

The Board's action may be based on the Superintendent's or designee's written recommendation and applicable procedures in the Teachers' Tenure Act.

11. A tenured teacher's salary may be escrowed after tenure charges are approved by the Board pursuant to Policy 4208.

C. Extracurricular Positions, Including Athletic Coaches

Unless otherwise provided by an applicable collective bargaining agreement or individual employment contract, employees holding extracurricular positions, including athletic coaches, may be disciplined for any lawful reason. For contracted extracurricular positions, including athletic coaches, see Policy 4207.

Legal authority: MCL 38.71 et seq.; MCL 380.11a, 380.601a; *NLRB v J Weingarten, Inc*, 420 US 251 (1975)

Date adopted:

Dated revised:

Series 4000: District Employment

4400 Professional Staff

4408 Termination

This Policy must be implemented consistent with Policy 1101.

A. Probationary Teachers

For purposes of this Policy, the “termination” of a probationary teacher occurs when the probationary teacher is discharged during the term of an existing individual employment contract between the probationary teacher and the Board. Discontinuation of a probationary teacher’s employment at the expiration of an individual employment contract is not termination for purposes of this Policy and is addressed separately in Policy 4409.

The Board may terminate a probationary teacher for misconduct, inappropriate behavior, performance that is not effective, or for any other lawful reason at any time.

The Superintendent or designee may recommend the termination of a probationary teacher to the Board. The recommendation will include the reason(s) for the proposed termination.

Probationary teachers recommended for termination by the Superintendent or designee will be provided advance notice of the allegations; an opportunity for a hearing in closed or open session before the Board; and the time, date, and location of the Board hearing.

B. Tenured Teachers

The Superintendent or designee may recommend the termination of a tenured teacher by filing tenure charges with the Board. The Board will consider whether to proceed on the tenure charges or modify the charges. A tenured teacher may be terminated for a reason that is not arbitrary or capricious.

The tenured teacher may challenge the Board’s decision to discharge or demote the teacher by timely filing an appeal with the State Tenure Commission.

C. Non-Teaching Professionals and Teachers not subject to the Teachers’ Tenure Act (preschool, GSRP, or other teachers if they did not serve a probationary period under the Tenure Act)

Unless otherwise provided by a collective bargaining agreement or individual employment contract, a Non-Teaching Professional or teacher who is not subject to the Teachers’ Tenure Act may be terminated by the Board for any reason that is not arbitrary or capricious, subject to due process.

The Superintendent or designee may recommend the termination of a Non-Teaching Professional or teacher to the Board. The recommendation will include the reason(s) for the proposed termination.

Non-Teaching Professionals or teachers recommended for termination by the Superintendent or designee will be provided advance written notice of the allegations; an opportunity for a hearing in closed or open session before the Board; and the time, date, and location of the Board hearing.

D. Extracurricular Positions, Including Athletic Coaches

Unless otherwise provided by a collective bargaining agreement or individual employment contract, extracurricular positions, including athletic coaches, may be non-renewed or terminated at-will by the Superintendent or designee. For contracted extracurricular positions, including athletic coaches, see Policy 4207.

Legal authority: MCL 38.83(2), 38.101, 38.121

Date adopted:

Date revised:

Series 4000: District Employment

4400 Professional Staff

4409 Non-Renewal

For purposes of this Policy, “non-renewal” of a probationary teacher refers to the discontinuation of the employment relationship between the Board and a probationary teacher at the expiration of the probationary year following the process set forth in the Teachers’ Tenure Act.

Teachers must serve a probationary period as required by the Teachers’ Tenure Act. A probationary teacher’s contract may be non-renewed for performance-based reasons or any other lawful reason.

This Policy must be implemented consistent with Policy 1101.

A. Probationary Period

1. A probationary teacher rated developing or needing support may be subject to non-renewal consistent with the Teachers’ Tenure Act. To attain tenure, a probationary teacher must ~~be rated effective (after July 1, 2024) or receive a “highly effective (before July 1, 2024)” or “effective” rating on the teacher’s 3 most recent year-end annual performance evaluations, including their most recent evaluation and serve have completed~~ at least 4 full school years of employment. A teacher’s probationary period may extend, or the probationary teacher may be nonrenewed, if the teacher does not receive 3 consecutive effective ratings during the probationary period.

For a teacher who previously held tenure in another Michigan public school district, the teacher is subject to a 2-year probationary period, unless the Board acts to reduce the teacher’s probationary period. The Board may make such a reduction if it determines that it is in the District’s best interest considering factors such as the teacher’s employment history; certifications, approvals, or authorizations; experience in subject matter or grade level; professional development, training, and academic preparation; and any other relevant factors as determined by the Board.

2. Unless otherwise provided by a collective bargaining agreement or individual employment contract:
 - a. Non-Teaching Professionals who are not subject to the Teachers’ Tenure Act are subject to 4 years of probationary service and may be non-renewed or terminated at-will by the Board; and
 - b. After 4 years, the non-probationary Non-Teaching Professional may be non-renewed or terminated for any reason that is not arbitrary or capricious, subject to due process.

B. Non-renewal

1. Probationary teacher non-renewal is subject to the non-renewal procedures specified in the Teachers' Tenure Act. This Policy will be implemented consistent with that statute.
 2. Before non-renewing a probationary teacher, the probationary teacher must receive written notice of the Superintendent's or designee's recommendation for non-renewal and the time, date, and place of the Board meeting at which the Board will consider the recommendation. The recommendation for non-renewal will state the reason(s) for the recommendation and may include supporting documentation.
 3. The probationary teacher must receive written notice of Board action to non-renew the teacher's contract at least 15 calendar days before the end of the school year (June 30) except as provided in subsection 4 below. If the teacher is hired after the beginning of the school year, notice of non-renewal must be received at least 15 calendar days before the teacher's anniversary date of hire.
 4. For a teacher who previously held tenure in another Michigan public school district, the teacher must receive written notice of non-renewal at least 60 calendar days before the completion of the probationary period.
- C. The probationary teacher will be provided an opportunity to address the Board in open or closed session and respond to the Superintendent's or designee's recommendation to non-renew.
- D. The Board must take action in open session on the recommendation to non-renew the probationary teacher.
- E. The probationary teacher must be served with written notice of the Board's action non-renewing the teacher's employment and a copy of the Board action within the timeframe required by the Teachers' Tenure Act. The non-renewal notice will specify that a probationary teacher has the right to appeal the timeliness or legal effect of a notice of non-renewal. The appeal must be filed with the State Tenure Commission within 20 calendar days after the probationary teacher's receipt of the notice of non-renewal. A copy of the Teachers' Tenure Act should also be included with the notice.
- F. Teachers who are not subject to the Teachers' Tenure Act may be non-renewed at the discretion of the Board for any lawful reason subject to an applicable collective bargaining agreement or individual employment contract.

Legal authority: MCL 38.81 et seq., 38.91 et seq.

Date adopted:

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5100 Student Rights

5104 Age of Majority

State law recognizes students are adults at age 18 or when otherwise legally emancipated. Except as noted below, all Board Policies, applicable codes of conduct, and any other applicable rules or behavioral expectations apply to all students regardless of age.

Unless inconsistent with a court order, students who are 18 years or older or legally emancipated may:

- A. ~~have the same rights as their Parents as they relate to~~ access ~~to~~ or control ~~of~~ their student records as provided by law;
- ~~B. represent themselves during disciplinary conferences;~~
- B. make decisions related to special education and Section 504;
- C. request a personal curriculum;
- D. represent themselves during disciplinary conferences;
- D.E. have other rights or privileges as determined by the Superintendent or designee;
- E.F. sign themselves in and out of school; and
- F.G. provide reason(s) for their absences and tardies.

Eligible students who wish to assert these rights must notify the building principal in writing. Otherwise, sections B-FD-G above will not apply. The building principal or designee may notify an eligible student's Parent that the eligible student has exercised the rights listed under this Policy.

Legal authority: MCL 380.1278b; MCL 722.4, 722.52

Date adopted:

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5200 Student Conduct and Discipline

5202 Unlawful Discrimination, Harassment, and Retaliation Against Students

The District prohibits unlawful discrimination. “Unlawful Discrimination” includes unlawful harassment and retaliation, unless specifically stated otherwise. The District will investigate all allegations of Unlawful Discrimination and will take appropriate action, including discipline, against any person who, following an investigation, is determined to have engaged in Unlawful Discrimination.

Complaints alleging Unlawful Discrimination, harassment, and Retaliation against a student will be investigated using the process outlined in Policies 3115-3115H.

Complaints alleging Title IX sexual harassment will be investigated using the Grievance Process outlined in Policy 3118.

The identities of the District’s Title IX Coordinator, Section 504 Coordinator, and Civil Rights Coordinator are listed in Policy 3115B.

A. Student Handbooks

The Superintendent or designee will include in student handbooks a statement explaining the District’s policy against Unlawful Discrimination, including unlawful harassment and Retaliation. This statement must include an explanation of types of Unlawful Discrimination, examples of harassment, reporting requirements, and consequences as described in this Policy.

B. Reporting Requirements

District personnel must immediately report incidents of alleged Unlawful Discrimination, including incidents that District personnel witness or about which they receive reports or information, regardless of whether the incidents are verbal, visual, or physical, and whether the incidents also constitute harassment, bullying, or hazing.

District personnel who witness an act of Unlawful Discrimination must intervene immediately, unless circumstances would make intervention dangerous. A person who is unable to intervene should promptly attempt to find another person who is able to intervene, contact a building administrator, or contact law enforcement, as the situation requires.

Any student who witnesses an act of Unlawful Discrimination is encouraged to report it to District personnel. No student will be retaliated against based on any report of suspected Unlawful Discrimination. A student may also anonymously report an incident of Unlawful Discrimination. The District will investigate anonymous reports to the extent possible pursuant to Policies 3115-3115H or Policy 3118, as applicable. Minor students do not need Parent permission to file a

Complaint or participate in the Grievance Procedure described in Policies 3115-3115H and 3118.

C. Office for Civil Rights

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

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

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

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

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

Date adopted:

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5400 Curriculum, Instruction, and Parent Involvement

5401 Parent Involvement in Education

A. Parent Involvement

The District will take the following steps to encourage Parent involvement in their student's education:

1. Parents will be provided the opportunity to review District-approved curriculum, textbooks, and instructional materials, including any material that will be used in connection with a survey, analysis, or evaluation, upon request.
 - a. Requests to review curriculum, textbooks, and instructional materials must be made to the building principal.
 - b. Parents may review textbooks based on availability and may review instructional materials within a time frame determined by the building principal or designee.
2. Parents will be permitted to attend and observe instructional activities in a class or course in which their student is enrolled and present.

Parents must make an appointment with the building principal to observe instructional activities in a class or course in which the student is enrolled and present. The building principal will permit a Parent observation unless the building principal determines that the observation would disrupt the class or course. Frequent observations are likely disruptive. Absent unusual circumstances, as determined by the building principal, observations that last more than 30 minutes or occur on consecutive days will not be permitted. Parents who want to observe instructional activities also must adhere to Policy 3105.

Parents are not permitted to observe testing.

3. Parents may inspect and review their student's education records, upon written request, consistent with Policy 5309 and state and federal law.

~~4. At the beginning of the school year, the District will notify Parents of students attending Title I schools of the right to request a~~ copy of this Policy. ~~The District will provide a copy of this~~ must be included in the Student Handbook.

~~4.5. See Policy to a requesting~~ 5405 for Parent in a timely manner and Family Engagement Policy at schools receiving Title I funds.

~~5.6.~~ Reserved

B. Assessments and Surveys

1. State assessments

Pursuant to state law, the District will not approve Parent requests to opt students out of state assessments.

2. National Assessment of Educational Progress

As a condition of receiving federal funds and as required by state law, the District may be selected to participate in the National Assessment of Educational Progress (NAEP). To help ensure that the District has a representative sample of students taking the NAEP, which will allow the District to assess the quality and effectiveness of its programming on a national level, the District strongly encourages all eligible students to participate. Student participation in NAEP is voluntary.

The District will notify Parents of students eligible to take the NAEP before the assessment is administered. Parents wishing to opt their students out of the NAEP assessment must notify the District in writing at least 3 school days before the assessment date to ensure that the District can coordinate supervision and alternative activities for students who have opted out.

3. Surveys

Parents will be notified before their student participates in surveys on certain topics in accordance with Policy 5308.

Legal authority: MCL 380.1137, 380.1280b, 380.1295, 380.1507(3)

Date adopted:

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5400 Curriculum, Instruction, and Parent Involvement

5405 Title I Parent and Family Engagement Policy

A. Development and Annual Review

~~This An Engagement~~ Policy will be jointly developed and annually reviewed, amended, and distributed to Parents and family members of participating students and the local community in an understandable format, and to the extent practicable, in a language the Parents can understand. ~~An annual evaluation of the Engagement~~

~~Parents and family members must have opportunities for meaningful input during the annual review process. Information about how Parents and families may provide input will be posted on the District's website. The annual review of this Policy's content and effectiveness will be used to design evidence-based strategies for more effective parental involvement, to revise the Engagementthis Policy, and to remove barriers to Parent and family participation. The Engagement Policy will be reviewed annually at a meeting where concerned parties can discuss possible changes to the Engagement Policy.~~

~~A component of the Engagement~~ This Policy ~~will be~~ includes a School-Parent Compact jointly developed by the District and Parents that outlines how the Title I school, Parents, and students ~~will share the~~ responsibility for improved student academic achievement and the means by which the school and Parents ~~will~~ build and develop a partnership to help students achieve state education standards.

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B. Parent and Family Engagement

The District recognizes the unique needs of students ~~who are being~~ served in its Title I program and the importance of ~~Parent and family engagement in the Title I program. Parent and family engagement in the Title I Program must include, but is not limited to:~~

1. Parent and family engagement means the participation of Parents through regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that:

- a. Parents play an integral role in assisting their child's learning;
- b. Parents are encouraged to be actively involved in their child's education at school;
- c. Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and

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d. other activities, such as those described in section 1116 of the Elementary and Secondary Education Act (ESEA) are carried out.

2. Parent and family engagement activities are required under this Policy and include, for example, activities such as:

A.a. an annual school meeting to which all Parents of participating students will be invited to: inform Parents of their school's participation under this part, to explain Title I, Part A; clarify the requirements of this part, Title I, Part A; and to explain the Parents' right to be involved. Invitations may take the form of notes sent with students or announcements in the school newsletter. Additional meetings may be scheduled, based on need and interest;

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B.b. an explanation of providing Parents information about the details for student and Parent participation school's Title I, Part A programs, including but not limited to a description of the school's: curriculum objectives, the forms of academic assessment used to measure student progress and proficiency levels students are expected to meet, achievement levels of the state academic standards, type and extent of participation, parental input in educational decisions, and coordination and integration with other federal, state, and District programs, and evaluations of progress;

C. opportunities to participate in activities to build Parent involvement activities capacity, such as training and providing materials to help Parents to work with their students to improve achievement. A goal of Parent activities is to provide Parents with opportunities to participate in education-related decisions for their students, as appropriate;

D.c. to and encouraging volunteer work at the extent practicable, opportunities for involvement in the Title I Program for Parents of limited English proficiency, Parents with disabilities, Parents with limited literacy, Parents who are economically disadvantaged, Parents of a minority background, or Parents of migratory children. Communication to Parents about student progress and other Title I matters will be provided in a language the Parent can understand, to the extent practicable. Responses to Parent concerns will be provided in a timely manner school as appropriate;

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E.d. opportunities for Parent-teacher conferences, in addition to those regularly scheduled by the District, if requested by the Parents or as deemed necessary by District staff;

F.e. coordination and integration of parental involvement programs and activities with other community programs. These may include cooperation with other community programs such as Head Start, preschools, and other community services; and

G.f. _____ educating teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of Parents, in the value and utility of parental contributions, how to reach out to, communicate with, and work with Parents as equal partners.

All Parents, including those with limited English proficiency, disabilities, or limited literacy and those who are economically disadvantaged, of a minority background, or migratory, will have opportunities to participate in Title I parent engagement activities.

Communication to Parents about student progress and other Title I matters will be provided in a language the Parent can understand, to the extent practicable. Responses to Parent concerns will be provided in a timely manner.

C. District Obligations

The District will:

1. operate programs, activities, and procedures for the involvement of Parents in all its schools with Title I, Part A programs. Those programs, activities, and procedures will be planned and operated with meaningful consultation with Parents of participating children;
2. work with its schools to ensure that school-level Parent and family engagement practices are implemented appropriately, and include, as a component, the School-Parent Compact;
3. incorporate this Policy into its LEA plan developed under section 1112 of the ESEA;
4. provide opportunities for the informed participation of all Parents and family members, by providing information and school reports as required by law in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language Parents understand; and
5. if the LEA plan developed under this Policy is not satisfactory to the Parents of participating children, submit Parent comments when it submits the plan to the Michigan Department of Education.

D. Implementation

1. The District will take the following actions to involve Parents in the joint development of this Policy:

- Invite parents to participate in Annual Title I meeting for policy development.
- Conduct surveys throughout the year to gather parent input.
- Include parents on advisory committees

2. The District will provide the following coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective Parent and family engagement activities to improve student academic achievement and school performance:

- Offer professional development opportunities to school staff on effective family engagement practices.
- Designate a parent-engagement coordinator to support building-level initiatives.

3. The District will take the following actions to conduct, with the involvement of Parents, an annual evaluation of the content and effectiveness of this Policy:

- Conduct an annual survey of Title I Families to evaluate the quality and accessibility of parent engagement activities.
- Review Title I parent participation data and engagement logs by school.

4. To encourage strong Parent and family engagement, the District will:

a. hold an informational meeting at least annually to explain this Policy and the school's Title I programming. All Parents of participating students will be invited to this meeting. Invitations may take the form of notes sent with students, announcements in the school newsletter, and notice posted on the school's website;

b. provide assistance to Parents and children served by the District in understanding topics such as:

- state academic standards;
- state and local academic assessments including alternate assessments;
- Title I, Part A requirements;
- child progress monitoring; and
- collaboration with educators.

c. provide materials and training to help Parents work with their children to improve academic achievement and use technology to foster Parent and family engagement by:

- Hosting family literacy nights with take-home resources.

- Offering training sessions on how to access and interpret student reports such as M-Step and benchmark assessment.
- Distribute monthly parent newsletters with academic tips and strategies

d. educate Employees on how to communicate and work with Parents as equal partners, implement Parent programs, and build ties between Parents and schools by:

- Facilitating annual professional learning sessions on best practices on communicating with families.
- Sharing best practices from schools with high parent engagement.
- Incorporate feedback from Parent Surveys into staff development planning.

e. to the extent feasible and appropriate, coordinate and integrate Parent and family engagement programs and activities with other relevant federal, state, and local programs, and conduct other activities, such as parent resource centers, that encourage and support Parents in participating in the education of their children, by:

- Partnering with local Great Start and Head Start programs to align early learning expectations.
- Maintaining a Parent Resource packet in each school providing educational materials and community resources.

f. ensure that information related to the District and Parent programs, meetings, and other activities is sent to the Parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the Parents can understand by:

- Using a mass communication platform with translation capabilities when requested.
- Offering interpretation services and or electronic tools at parent-teacher conferences and Title I events.

Legal Authority: 20 USC 6318

Date adopted:

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5400 Curriculum, Instruction, and Parent Involvement

5406 Title I Funds

The District will use Title I funds (including Perkins V funds) to supplement, not supplant, state and local funds that would, in the absence of Title I funds, be spent on Title I programs. The District will ensure that Title I funds will not be used to provide services that otherwise take the place of public education services that are to be provided to all students. A student's eligibility for Title I services may not disqualify the student from any service for which the student is otherwise eligible.

The District will maintain records of Title I-funded professional development. The Superintendent or designee will ensure that professional development is aligned with the needs of the District's Title I programs. Title I-funded professional development will not duplicate that which is funded from other sources and which, in the absence of Title I funds, would be provided to all staff.

Legal Authority: 20 USC 6301 et seq.

Date adopted:

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5400 Curriculum, Instruction, and Parent Involvement

5411 Student Promotion, Retention, and Placement

The District has the sole discretion to make promotion, retention, and placement decisions for its students, consistent with state and federal law. The District may consider Parent requests that a student be placed in a particular classroom, building, educational program, or grade.

A. Student Promotion and Retention

The building principal will attempt to consult with a student's Parent before deciding to retain a student, advance a student to the next grade mid-year, or allow a student to skip a grade level. If the Parent disagrees with the building principal's decision about promotion or retention, the Superintendent or designee will make the final decision.

B. Student Placement

The Superintendent or designee will determine a student's classroom and building placement based on District needs, available space, and educational expertise, consistent with state and federal law. The District's placement decision is final. Nothing in this section may be construed to limit or modify rights under state or federal laws applicable to students with disabilities, including the right to have placement decisions made by an IEP or Section 504 Team.

C. Intradistrict Choice

A student who is the victim of a violent criminal offense at school may transfer to another public school in the District, if available. A student who is attending a persistently dangerous school may transfer to another public school in the District, if available. The Superintendent or designee will notify Parents if their student is eligible to transfer under this Policy.

This Policy incorporates the definitions for "violent criminal offense" and "persistently dangerous school" contained in the Michigan State Board of Education's Statewide Safe School Choice Policy.

D. Nontraditional Programs

The District may operate nontraditional programs to meet the needs of all students. Nontraditional programs may include alternative education or virtual settings. The building principal or designee will attempt to consult with a student's Parent before finalizing a decision to move a student to a nontraditional program. If the Parent disagrees with the building principal's or designee's decision, the Superintendent or designee will make the final decision, consistent with applicable law. Nothing in this section may be construed to limit or modify rights under state or federal laws

applicable to students with disabilities, including the right to have placement decisions made by an IEP or Section 504 Team.

E. Reserved

Legal authority: 20 USC 7912; MCL 380.1278a, 380.1278b, ~~380.1280f~~MCL 388.1621f

Date adopted:

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5400 Curriculum, Instruction, and Parent/guardian Involvement

5420 Sex Education

A. Communicable Disease Instruction

The Superintendent or designee will ensure that students are taught about dangerous communicable diseases. Instruction must include the principal modes by which dangerous communicable diseases, including, but not limited to, human immunodeficiency virus infection and acquired immunodeficiency syndrome, are spread and the best methods for disease restriction and prevention.

Instruction must be provided by qualified instructors as defined by state law. Instruction must stress that abstinence from sex is: (1) a responsible and effective method of preventing sexually transmitted diseases, and (2) a positive lifestyle for unmarried young people.

B. Revision to Materials and Methods of Instruction

Before revising curriculum about dangerous communicable diseases, the Board will hold at least 2 public hearings occurring at least 1 week apart on the proposed revisions.

Legal authority: MCL 380.1169

C. Sex Education Advisory Board

The Board will create a sex education advisory board to:

1. establish sex education program goals and objectives for student knowledge and skills that are likely to reduce the rates of sex, pregnancy, and sexually transmitted diseases;
2. review materials and methods of instruction used in the District's sex education program;
3. make recommendations to the Board for implementation of a sex education program; and
4. evaluate, measure, and report the attainment of program goals and objectives at least every 2 years.

The sex education advisory board must include the following members: Parent/guardians, students, educators, local clergy, and community health professionals. At least half of the members must be Parent/guardians who have a student in the District. A majority of those Parent/guardians must not be employed by a school district.

The sex education advisory board will have 2 co-chairs appointed by the Board. One co-chair must be a Parent/guardian of a student in the District.

The Board may, in its discretion, determine and modify terms of service for sex education advisory board members, the number of members, and the membership selection process.

Co-chairs or their designees will provide members of the sex education advisory board 2 weeks' electronic or written notice of meetings.

D. Sex Education Courses

The Board authorizes age-appropriate, medically-accurate instruction in sex education including, but not limited to, family planning, human sexuality, and the emotional, physical, psychological, hygienic, economic, and social aspects of family life. Instruction may also include the subjects of reproductive health and the recognition, prevention, and treatment of sexually transmitted diseases. The District's sex education curriculum must comply with state law.

~~Instruction must include principal modes by which dangerous communicable diseases, including, but not limited to, human immunodeficiency virus infection and acquired immunodeficiency syndrome, are spread and the best methods for disease prevention.~~

Sex education instruction must be provided by qualified instructors as defined by state law. Instruction must stress that abstinence is (1) a responsible and effective method of preventing unplanned pregnancy, out-of-wedlock pregnancy, and sexually transmitted diseases, and (2) a positive lifestyle for unmarried young people.

Sex education is an elective course and is not required for graduation.

E. Reproductive Health Instruction

A reproductive health instruction program must be supervised by a licensed physician, a registered nurse, or other person certified by the State Board of Education as qualified.

No person may dispense or distribute a family planning drug or device on District property.

Clinical abortion is not considered a method of family planning, and abortion must not be taught as a method of reproductive health.

F. Revision to Materials and Methods of Instruction

Before revising sex education materials or methods of instruction, or before revising curriculum about dangerous communicable diseases, the Board will hold at least 2 public hearings occurring at least 1 week apart on the proposed revisions.

G. Parental Notice and Opt-Out

A student may not be enrolled in a class in which family planning or reproductive health is discussed unless the student's Parent/guardian is provided advance notice of the course content, is given a prior opportunity to review the course materials, and is provided advance notice of the right to excuse the student from the class. If a Parent/guardian excuses a student from the class in writing, the student will not be penalized or lose academic credit for not attending the class.

A Parent/guardian may file written notice that the student is excused from all sex education offered by the District. If the District receives written notice, the student may not be enrolled in a sex education class unless authorized by the Parent/guardian in writing.

Legal authority: MCL 380.1169, 380.1506, 380.1507, 380.1507a, 380.1507b

Date adopted: September 13, 2021

Date Revised: September 9, 2024

Series 5000: Students, Curriculum, and Academic Matters

5600 Student Support Services

5603 Section 504

The District does not discriminate against any student with a disability, as that term is defined in Section 504 of the Rehabilitation Act (Section 504), in any District program or activity. Any claim of disability-based discrimination will be addressed pursuant to ~~Policy~~Policies 3115-3115H and 5202.

Eligible students are entitled to a free appropriate public education through a Section 504 plan. Students with disabilities who are also eligible for services under Policy 5601 will receive a free appropriate public education through an IEP.

The District will follow federal law and applicable regulations and guidance in identifying, locating, evaluating, and educating students with disabilities under Section 504. The Superintendent or designee will develop and implement procedures for identifying and serving eligible students under Section 504 that are consistent with federal law.

For purposes of this Policy, a free appropriate public education means the provision of regular or special education and related services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met, and that are provided without cost (except for District fees imposed on students without disabilities and their Parents).

Date adopted:

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5700 Student Health and Safety

5701 Abuse and Neglect

A. Child Abuse and Neglect

Mandated reporters must immediately report all instances of suspected child abuse or neglect pursuant to Michigan's Child Protection Law and Policy 4202. All other employees, volunteers, and contractors who are not mandated reporters are also expected to immediately report all instances of suspected child abuse or neglect.

The District will cooperate with Children's Protective Services (CPS) during an investigation of suspected child abuse or neglect. Cooperation may include allowing CPS access to a student without Parent consent if CPS determines access is necessary to complete the investigation or prevent abuse or neglect. The District will not impose conditions on the investigator or investigation beyond what is permitted by law.

Before a CPS investigator is given access to a student, the building principal or designee will verify the investigator's credentials.

The building principal or designee may be present for the student's interview, at the discretion of CPS. If CPS seeks to remove a student from school, the building principal or designee will: (1) provide CPS with the student's Parent phone number and address; and (2) request that the CPS official sign a statement certifying that the student is being removed because of safety-related concerns. If the CPS official refuses to or is unable to sign the requested certification, the building principal or designee will document the removal, including the name(s) of the CPS official(s) removing the student, the stated reason(s) given for the removal, the identity of the person(s) witnessing the removal, and the date and time of the removal.

The District may share student records with CPS only as permitted by Policy 5309 and the Family Educational Rights and Privacy Act.

If the District makes a report to CPS, the District will maintain a copy of the written report with the reporter's identity redacted. The reporter's identity will remain confidential unless disclosure is authorized by the reporter's consent or by court order.

"Mandated reporter" means a physician, dentist, physician's assistant, registered dental hygienist, medical examiner, nurse, person licensed to provide emergency medical care, audiologist, psychologist, physical therapist, physical therapist assistant, occupational therapist, athletic trainer, marriage and family therapist, licensed professional counselor, social worker, licensed master's social worker, licensed bachelor's social worker, registered social service technician, social

service technician, a person employed in a professional capacity in any office of the friend of the court, school administrator, school counselor or teacher, law enforcement officer, member of the clergy, or regulated child care provider who has reasonable cause to suspect child abuse or child neglect.

B. Vulnerable Adults

All school employees must report suspected abuse, neglect, or exploitation of a vulnerable adult consistent with Michigan's Social Welfare Act.

The District will cooperate with an Adult Protective Services (APS) investigation to the extent required by law. The District may share student records with APS only as permitted by Policy 5309 and the Family Educational Rights and Privacy Act.

If the District makes a report to APS, the District will maintain a copy of the written report with the reporter's identity redacted. The reporter's identity will remain confidential unless disclosure is authorized by the reporter's consent or by court order.

Legal authority: 20 USC 1232g; MCL 722.621 et seq.; MCL 400.11a

Date adopted:

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5700 Student Health and Safety

5707 School Wellness Policy

The District is committed to providing a school environment that enhances opportunities for learning and lifelong wellness.

A. Nutrition Promotion and Education Goals

All students will receive nutrition education annually that is aligned with the Michigan Health Education Grade Level Content Expectations and the Michigan Merit Curriculum Guidelines for Health Education. Teaching healthy eating behaviors will be part of the curriculum.

The District promotes healthy food and beverage choices for students. The District will implement evidence-based healthy food promotion techniques through:

1. offering school meal programs; and
2. publicizing foods and beverages that meet or exceed the USDA Smart Snacks in School nutrition standards. The District will collaborate with public and private entities to promote student wellness.

The District will make water available to students throughout the school day.

B. Physical Activity Goals

The District will offer physical education programs that are designed to equip students with the knowledge, skills, and values necessary for lifelong physical activity. Physical education instruction will be aligned with the Michigan Physical Education Grade Level Content Expectations and the Michigan Merit Curriculum Guidelines for Physical Education.

Students will have the opportunity to participate regularly in supervised physical activities, either organized or unstructured, intended to maintain physical fitness and an understanding of the benefits of a physically active and healthy lifestyle.

The District strives to provide physical activity breaks for all students, including recess for elementary students and before and after school activities, and encourages students to use active transport (e.g., walking, biking).

The District encourages Parents to support their students' participation in physical activity, to be physically active role models, and to include physical activities in family events.

C. Goals for Other School-Based Activities Designed to Promote Student Wellness

The District may partner with community members or groups to implement this Policy. The District will also:

1. participate in state and federal child nutrition programs as appropriate;
2. allow other health-related entities to use school facilities for activities such as health clinics, screenings, and wellness events consistent with Policy 3304;
3. use evidence-based strategies to develop, structure, and support student wellness; and
4. create environments conducive to healthy eating, physical activity, and conveying consistent health messages.

D. Standards and Nutrition Guidelines for All Foods and Beverages Sold to Students on the School Campus and During the School Day

The District will ensure that students have access to foods and beverages that comply with applicable laws and guidelines including, but not limited to, the USDA Nutrition Standards for School Meals and the USDA Smart Snacks in School nutrition standards.

The District will offer students a variety of age-appropriate, healthy food and beverage selections including fruits, vegetables, and whole grains aimed at meeting the nutrition needs of students within their calorie requirements to promote student health and reduce childhood obesity.

E. Standards for All Foods and Beverages Provided, But Not Sold, to Students During the School Day

The District may provide a list of healthy food and beverage alternatives to Parents, teachers, and students for classroom parties, rewards and incentives, or classroom snacks. The District discourages the use of unhealthy food and beverages as a reward or incentive for performance or behavior.

F. Food and Beverage Marketing

Marketing and advertising is allowed on school grounds or at school activities only for foods and beverages that meet or exceed the USDA Smart Snacks in School nutrition standards. Food and beverage fundraising and marketing that occurs at events outside of school hours need not comply with the USDA Smart Snacks in School nutrition standards.

In-school fundraising events must comply with Policy 5501 and MDE's Non-Compliant Food Fundraiser Guidance, which permits 2 fundraisers per week, per school building that do not comply with USDA Smart Snacks in School nutrition standards. In-school fundraising events may last up to 1 day and may not be held in the food service area during meal times.

Equipment that currently displays noncompliant marketing materials (e.g., scoreboard with soft drink logo) need not be immediately removed or replaced. As the District reviews and considers new contracts and as durable equipment, like scoreboards, is replaced or updated, any food or beverages marketed and advertised will meet or exceed the USDA Smart Snacks in School nutrition standards.

G. Wellness Committee

The District will form a Wellness Committee to establish goals for, oversee, and periodically review and update school health policies and programs. The Wellness Committee will also oversee this Policy's implementation.

The Wellness Committee will represent all school buildings and include, to the extent possible, Parents, students, food service representatives, physical and health education teachers, school and community health care professionals, and community members. The Board encourages community participation in the Wellness Committee. When possible, membership will also include Supplemental Nutrition Assistance Program education coordinators.

H. Implementation and Oversight

The Superintendent or designee is responsible for ensuring that each school building complies with this Policy.

The Board will review this Policy at least every 3 years to determine compliance, progress, and the extent to which this Policy compares to model school wellness policies. Parents, students, school employees, school health professionals, Board members, and community members may provide input to the District during the Wellness Policy review process.

A copy of this Policy will be maintained in the District's administrative offices and posted on the District's website. The Superintendent or designee will maintain all legally required documentation for implementation of this Policy.

The Superintendent or designee will annually provide notice about this Policy and any updates to the community.

I. School Meal Program

1. Meal Modifications

The District will accommodate reasonable meal modification requests for students with disabilities, as defined in Section 504 of the Rehabilitation Act, with no additional cost to the student. The modification request must be related to the disability or limitations caused by the disability.

1.2. Delinquent Meal Charge Debt and Bad Debt

The District is required to make reasonable efforts to collect unpaid meal charges of current students. The building principal or designee will contact households about unpaid meal charges and may establish payment plans and due dates by telephone, e-mail, or other written or oral communication. If these collection efforts are unsuccessful, the District may pursue any other methods to collect delinquent debt of current students as allowed by law. Collection efforts may continue into a new school year.

Unpaid meal charges of inactive students, such as graduated students and students no longer enrolled at the District, that are not collected by the end of the school year will be classified as bad debt. No later than December 31 of the following school year, non-federal funds will be used to reimburse the school meal program for the amount of bad debt.

2.3. Elimination of “Lunch Shaming”

The District will strive to eliminate any form of “lunch shaming.” “Lunch shaming” is the public identification or stigmatization of students who cannot pay for a school meal. In furtherance of this goal, the District prohibits the following:

- a. requiring a student who cannot pay for a school meal or who has unpaid meal charges to wear a wristband or handstamp;
- b. requiring a student to dispose of a meal after it has been served because the student cannot pay for the meal or has unpaid meal charges;
- c. communicating directly with a student about unpaid meal charges unless the District has attempted but has been unable to contact the student’s Parent by telephone, e-mail, or other written or oral communication;
- d. requiring a student to perform chores or other labor to pay a student meal debt; and
- e. discussing a student’s unpaid meal charges in the presence of other students.

3.4. Meal Charge Policy

The District’s policy on charged meals is:

Students who qualify for free meals will not be denied a reimbursable meal, even if they have accrued a negative balance from other food purchases.

The District will encourage Parents to complete financial eligibility forms as part of the student enrollment process to determine eligibility for free or reduced-price meals.

The Board directs the Superintendent to include this Policy in the student handbook and to distribute it to Parents.

Legal Authority: 7 CFR 210 et seq., 42 USC 1751 et seq.

Date adopted:

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5700 Student Health and Safety

5712 Concussion Awareness

A. Each coach, employee, volunteer, and other adult who works with ~~student-athletes~~students in an athletic activity, including physical education classes, sponsored or operated by the District, must complete the concussion awareness training program required by the Michigan Public Health Code at least once every 3 years.

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B. Before allowing a student ~~athlete~~ to participate in any athletic activity, including physical education classes, the District will annually:

A.1. provide the MHSAA- or state-approved educational materials on concussion awareness to each student ~~athlete~~ and to the ~~student athlete's~~student's Parent; and

B.2. obtain a statement signed by each student-~~athlete~~ and respective Parent acknowledging receipt of the MHSAA- or state-approved concussion awareness educational materials. The District will maintain this signed statement for 5 years or until the student is 18, whichever is longer.

C. A student ~~athlete~~ must be removed from any practice, game, or game physical education class activity when the student ~~athlete~~ is reasonably suspected of sustaining a concussion during a practice or game. The student-~~athlete~~ will not be permitted to participate in any school athletic activities involving physical exertion, including practices ~~or games~~, games, or physical education class activities until the student has:

A.1. been evaluated by a licensed physician, physician's assistant, or nurse practitioner;

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B.2. received written and signed clearance to resume participation in athletic activities from a licensed physician, physician's assistant, or nurse practitioner; and

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C.3. submitted to the school the written and signed clearance to resume participation in athletic activities, accompanied by written permission from the student's Parent to resume participation.

District officials are not required to verify the qualifications of the physician, physician's assistant, or nurse practitioner who provides the clearance.

D. A student who has sustained a concussion may need accommodations, supports, and monitoring until the student is fully recovered. Nothing in this Policy automatically entitles a student who has sustained a concussion to an individualized plan under Section 504 of the Rehabilitation Act or the Individuals

with Disabilities Education Act. Staff should refer a student who has sustained a concussion for evaluation if they suspect the student may have a disability, consistent with Policies 5601 and 5603.

Legal authority: MCL 333.9155, 333.9156

Date adopted:

Date revised:

EXECUTIVE SUMMARY

DATE: July 28, 2025

CONTACT PERSON: Dan Peña

PURPOSE

To review the Adams Property Services, LLC, proposed contract extension.

EXPLANATION:

The District issued an RFP for “Snow Removal Services” on September 18, 2023, for the 23-24 school year, with a District option to extend the agreement. Adams was the low bidder at the time for snow removal services.

Attached is a letter from Josh Adams, owner of Adams Property Services, LLC. This letter proposes a three-year extension at the 2023 rates.

The District has been pleased with the company's responsiveness to any issues we have had. In addition, they have been willing to provide any extra one-time services requested, and have done so in a timely fashion.

If, at any point, the District becomes dissatisfied with the services provided, a termination clause is included in the original agreement.

The Operations Director and CFO support this three-year renewal. With other renewals we have seen over the past year, there have been price increases. A renewal that continues with 2023 pricing is favorable for the District.

RECOMMENDATION:

The CFO recommends that the Adrian Board of Education review the letter submitted by Adams Property Services, LLC, offering a three-year contract extension for snow removal services, for approval at the next Board meeting.

EXECUTIVE SUMMARY

DATE: July 25, 2025

CONTACT PERSON: Dan Peña

PURPOSE

Review of the renewal of the Quality Driver Training Services Agreement.

EXPLANATION:

The District entered into an agreement with Quality Driver Training for providing driver's education courses at Adrian High School at the beginning of the 24-25 school year.

Per terms of the agreement, Quality Driver Training was granted access to use a classroom at Adrian High School for administering its driver's education courses. In exchange, currently enrolled APS students received segment two of the driver's education course at no cost.

The District and Quality Driver's Training would like to continue the agreement for the 25-26 school year. There are no proposed changes to the agreement.

RECOMMENDATION:

The CFO recommends that the Adrian Board of Education review the renewal of the Quality Driver Training Services Agreement, for approval at the next scheduled Board meeting.