



Regular Meeting

June 12, 2023

Electronic Packet

LINCOLN CONSOLIDATED SCHOOLS
Ypsilanti, Michigan
BOARD OF EDUCATION MEETING
June 12, 2023
6:00 p.m.
Boardroom-Lincoln High School

CONSENT AGENDA

- 1.0 CALL TO ORDER**
- 2.0 ROLL CALL**
- 3.0 ESTABLISHMENT OF QUORUM**
- 4.0 PLEDGE TO FLAG**
- 5.0 BOARD PRESENTATIONS**
 - 5.1 Employee of the Month
 - 5.2 Athletics Presentation
- 6.0 SUPERINTENDENT AND STAFF REPORTS/CORRESPONDENCE**
 - 6.1 Superintendent's Report
 - 6.2 Facilities & Maintenance Report
 - 6.3 Curriculum & Instruction Report
 - 6.3.1 Public Act 482021 Section 98 B Plan
- 7.0 BOARD REPORTS/CORRESPONDENCE**
 - 7.1 Board Executive Committee
 - 7.2 Board Performance Committee Report
 - 7.3 Board Planning Committee Report
 - 7.4 Board Finance Committee Report
 - 7.5 Board Reports
- 8.0 PUBLIC COMMENT**
 - 8.1 Response to Prior Public Comment
 - 8.2 Public Comment
- 9.0 CONSENT AGENDA**
 - 9.1 Minutes of Previous Meeting
 - 9.1.1 Regular Meeting May 22, 2023
 - 9.1.2 Closed Session May 22, 2023

9.2 Personnel Transactions

10.0 NEW BUSINESS

10.1 High School Female Hockey Cooperative Agreement

10.2 L-4029 2023 Tax Levy Request

10.3 MHSAA 2023-24 Membership Resolution

10.4 2022-23 Final Budget Amendments

10.5 2023-24 Budgets

10.6 WEOC Membership

10.7 K-12 ELA Curriculum Resource

10.8 eSports Club

11.0 OLD BUSINESS

11.1 Tenure and Continuing Probation Recommendations

11.2 Pediatric Therapy Associates, LLC 2023-24 Contract

11.3 Chartwell 2023-2024 Contract Renewal

11.4 K-5 SEAB (Sexual Education Advisory Board) Curriculum

12.0 ADJOURNMENT

What is a consent agenda?

A consent agenda groups the routine, procedural, informational, and self-explanatory non-controversial items typically found in an agenda. These items are then presented to the board in a single motion for an up or down vote after allowing anyone to request that a specific item be moved to the full agenda for individual attention. Other items, particularly those requiring strategic thought, decision making or action, are handled as usual.

Why would an organization want to use a consent agenda? Consent agendas are popular with many organizations because they help streamline meetings and allow the focus to be on substantive issues.

What does it mean if we adopt a consent agenda?

- Documentation for consent items must be provided to the board prior to meetings so that directors feel confident that their vote reflects attention to their duty of care.
- Board members are encouraged to ask prior to the meeting all the questions that they want related to consent agenda items.
- If it is determined that an item on the consent portion of the agenda actually requires action or a decision that item should be removed from the consent portion of the agenda and raised later in the meeting.
- Any board member can request that an item be moved to the full agenda.
- A vote on the single motion applies to all the items on the consent portion of the agenda.

TO: Board of Education

FROM: Robert Jansen, Superintendent

DATE: June 6, 2023

**SUBJECT: Board of Education Meeting
June 12, 2023
6:00 p.m.**

AGENDA/EXPLANATORY NOTES

CONSENT AGENDA

1.0 CALL TO ORDER

2.0 ROLL CALL

3.0 ESTABLISHMENT OF QUORUM

4.0 PLEDGE TO FLAG

5.0 BOARD PRESENTATIONS

5.1 Employee of the Month

Gillian Williams is a greatly respected colleague of ours at Brick Elementary. It is with great pleasure that we nominate her for Lincoln's Employee of the Month! Mrs. Williams always puts students first and she's an amazing teammate. She steps up on a daily basis for a variety of extra duties that many are not even aware she does. She doesn't expect any acknowledgment for these extra duties, she just does them. It's more than that though. Mrs. Williams always goes above and beyond her "contract" responsibilities. She is at school, before and after, to meet with colleagues and families, her attendance is impeccable, and her work ethic is rare.

Additional duties:

LEA Vice President

LEA Bargaining Team Member

Strategic Vision Building Representative

Daily Before/After School Bus Duty (Rain or Snow!) CPI/CPR Trained

Crisis Team Member MTSS Member

M-Step Proctor

Special Education Team Member- Weekly after school meetings Kid Whisperer

Whenever a need arises, Mrs. Williams is the first to volunteer to be a problem solver. When a family needed a spot for their children to pray, Mrs. Williams was the first to find a spot and create a schedule so that there was always adult supervision in case the students needed anything. She put herself on that schedule and has given up her own planning time to do so because she knows how important this is for our family. She has a caseload of 60 plus students that she meets with multiple times a week on top of all of the other duties, yet she has been more than willing to add to that massive workload to help others. Mrs. Williams covers for colleagues that have missed a prep, even when she often misses prep time herself!

Respectfully Submitted,
Brick Elementary Staff

**5.2 Athletics Presentation
Presented by Chris Westfall**

6.0 SUPERINTENDENT AND STAFF REPORTS/CORRESPONDENCE

- 6.1 Superintendent's Report
- 6.2 Facilities & Maintenance Report
- 6.3 Curriculum & Instruction Report
 - 6.3.1 Public Act 482021 Section 98 B Plan

7.0 BOARD REPORTS/CORRESPONDENCE

- 7.1 Board Executive Committee
- 7.2 Board Performance Committee Report
- 7.3 Board Planning Committee Report
- 7.4 Board Finance Committee Report
- 7.5 Board Reports

8.0 PUBLIC COMMENT

- 8.1 Response to Prior Public Comment
 - No prior Public Comment
- 8.2 Public Comment
Board of Education Public Comment Statement

This is the time set aside by the Board to hear from you, the members of our community. We invite you to address the Board with comments, questions or concerns regarding board actions, policies, or other issues not resolved through appropriate administrative channels. The Board may not immediately respond to concerns presented at this meeting; however, we will respond to inquiries on or before the next board meeting.

Please sign in completing your contact information. Limit individual comments to 5 minutes or less. Comments with respect to the performance of specific district employees are not appropriate during public comment.

Rules for Public Comment:

1. The Board of Education reserves the right to limit the total public comment to 30 minutes in any meeting.
2. The Board of Education will limit each speaker to one opportunity to speak during any public comment period.
3. The Board of Education President, or the President's delegee (such as the Superintendent or another District administrator) will respond to your comment.
4. The Presiding officer may: A) prohibit public comments which are frivolous, repetitive, or harassing; B) interrupt, warn, or terminate a participant's statement when the statement is too lengthy, personally directed, abusive, obscene, or irrelevant; C) request any individual to leave the meeting when that person behaves in a manner that is disruptive of the orderly conduct of the meeting; D) request the assistance of law enforcement officers in the removal of a disorderly person when that person's conduct interferes with the orderly progress of the meeting, and; E) call for a recess or an adjournment to another time when the lack of public decorum so interferes with the orderly conduct of the meeting as to warrant such action.

9.0 CONSENT AGENDA

9.1 Minutes of Previous Meeting

9.1.1 Regular Meeting May 22, 2023

9.1.2 Closed Session May 22, 2023

Enclosed are the minutes of the May 22, 2023, Regular Meeting and Closed Session as presented.

9.2 Personnel Transactions

<u>ACTION ITEMS</u>					
Name	Position/Building	Date of Hire	Effective Date	Status	Major/Step
Elizabeth Montgomery	Special Education Paraprofessional/Lincoln Middle School		5/22/2023	NEW HIRE	
Jeffrey Azzopardi	Bus Aide/Transportation Department		5/30/2023	NEW HIRE	
Leroy Smith	Bus Driver/Transportation Department		6/6/2023	NEW HIRE	
Alannah Barber-Allen	Clerk II/LAB	11/12/2021	5/19/2023	TRANSFER	
Nicole Arhangelos	Noon Supervisor/Childs Elementary	9/14/2021	5/1/2023	Resignation	Bldg sub (Edustaff)
Sandy Black	Noon Supervisor/Childs Elementary	9/15/2022	5/1/2023	Resignation	
Nancy Fox	Director/Senior Center	4/25/2022	5/1/2023	Resignation	
Donovan Hall	Bus Driver/Transportation	2/13/2023	5/19/2023	Resignation	
Zahmari Keita	Noon Supervisor/Childs Elementary	9/12/2022	5/1/2023	Resignation	
Alec Bongiorno	LAB/Receptionist	11/5/2021	5/1/2023	Resignation	
Emma Casteel	LAB/Receptionist	11/5/2021	5/1/2023	Resignation	
Corrine Falzon	Community Ed/Water Aerobic Instructor	9/10/1998	5/1/2023	Resignation	
Telisha Weatherspoon-McKinney	Noon Supervisor/Childs Elementary School	4/27/2023	5/31/2023	Resignation	
Nicholas Michael	Teacher/Lincoln Middle School		6/30/2023	Resignation	
Martina Bricio	Teacher/Lincoln High School		6/30/2023	Resignation	
Michael Mayes	Teacher/Lincoln High School		6/30/2023	Resignation	
Name	Position/Building	Start Leave Date	Return to Work Date	Status	Approved/Not Approved
Donya Boone	Bus Driver/Transportation	5/9/2023	10/18/2023	LEAVE ~ Childcare	
Lola Olds	Bus Aide/Transportation	4/5/2023	5/8/2023	Medical Leave	Approved
Angela Lee	Assistant Building Secretary	5/19/2023	5/26/2023	FMLA	Approved
Nancy Obey	Teacher/Bishop Elementary	5/22/2023	NA	INTERMITTENT FMLA	Approved

RECOMMENDED MOTION: I move that we accept the Consent Agenda as presented.

10.0 NEW BUSINESS

10.1 High School Female Hockey Cooperative Agreement

Request to enter into cooperative agreement at add Women's Ice Hockey through Washtenaw United Girls High School Hockey.

Complete all portions and submit to MGHSHL. Cooperative programs involving 2 or more schools of any size, must complete a renewal form every two (2) years. The renewal application can be submitted prior to May 1st following YEAR ONE, or prior to May 1st at the end of YEAR TWO of an approved cooperative team. The M.G.H.S.H.L. monitors the renewal process of all cooperative teams and reaffirms its position that it is preferable for schools with sufficient resources (players, coaches, facilities)

to sponsor separate teams rather than continue combined teams after the any two-year approved period. Please consult MGHSHL Cooperative Team Guidelines. This is presented for information only at this time; Board action will be requested at a subsequent meeting.

10.2 L-4029 2023 Tax Levy Request

Please review the 2023-2024 Tax Rate Request. Millage rates have not changed under the advice and recommendation of our advisor from Public Financial Management. Board action is requested due to time sensitive deadline.

RECOMMENDED MOTION: I move that we approve the 2023-2024 Tax Levy Request as presented.

10.3 MHSAA 2023-24 Membership Resolution

Enclosed is the 2023-2024 MHSAA Membership Resolution, which requires annual adoption. This is presented for information only; Board action will be requested at a subsequent meeting.

10.4 2022-23 Final Budget Amendments

For the Year Ending June 30, 2023

Community Education Fund

Revenue

- Overall revenue was pretty consistent from the prior year. An increase in interest revenue and State revenue is the main change in the community education fund.
- An increase in LAB revenue is due track meet revenue coming in significantly higher than expected and concessions starting this year.
- Indoor turf revenue in the LAB is lower than budgeted as the contract between Total Sports and the District changed after the original budget was completed. The District did not have to pay out \$60,000 for their services, but also charged a lower rate to rent the turf. Overall, net income from this rental was higher.
- Baseball/softball rental in the LAB that was originally budgeted for did not happen due to field issues.

Expenditures

- Activities in the LAB caused salaries and benefits to be higher than expected.
- Contracted services cost increased during the year due to an increase in custodial presence needed and the contracted HVAC service that was entered into after the year started.
- Concessions started this year and did have an offsetting revenue
- Equipment purchases during the year that were not budgeted for included the new fitness equipment, bleachers, and sportcourt for volleyball.

Food Service Fund for June 30, 2023

Revenue - Explanation of Changes

- Changes to federal revenue due to supply chain assistance grants, interest revenue, state aid

Expenditures - Explanation of Changes

- Operations/maintenance - Budgeted maintenance costs and additional food costs not spent.
- Management services - estimated change in costs of the food service contract based on most recent participation.
- Capital outlay - Outside of the warmers that were purchased, no other capital out needed. Budgeted funds not needed.

**Activity/Student Services Custodial Fund
 For the Year Ending June 30, 2023**

Revenues

- The revenue reported in this special revenue fund is actually money held by student groups that the District is required to show as a governmental fund. As there are about 100 student groups, it is impossible to provide an accurate estimate of what the income for the year will be. The original budget was determined using historical data. The amendment is based more on actual income with an estimated amount of income for the remainder of the year.

Expenditures

- The expenditures reported in this special revenue fund is actually use of money held by student groups that the District is required to show as a governmental fund. As there are about 100 student groups, it is impossible to provide an accurate estimate of what the expenditures for the year will be. The original budget was determined using historical data. The amendment is based more on actual usage with an estimated amount of expenditures for the remainder of the year.

Lincoln Consolidated Schools									
Explanatory Notes for Final 22/23 Budget									
For the Year Ending June 30, 2023									
Revenues									
Property tax revenue	-	Small change based on property tax adjustments							
Local sources	-	Large increase in interest revenue							
State sources	-	Recognition of the 147c2 (\$2.3 million)							
	-	Decrease of 31aa grant that was not spent (\$334,120)							
	-	Decrease of 97 security grant not used (\$412,463)							
	-	Adjustment for At-risk expenditures (\$40k)							
	-	Recognize adjustment for special education adjustment (\$312k)							
Interdistrict sources	-	Reduction in GSRP grant based on adjustment from ISD (\$127k)							
	-	Adjustment to E-rate funding and ACT 18 millage (\$100k)							
Federal sources	-	Decrease in recognition of Title grants (\$120k)							
	-	Decrease in grant for district iPads (\$27k)							
	-	Increase in 98c (\$45k)							
Expenditures									
Payroll Costs	-	Reduction in vacant positions, terminations, new hires (\$179k (mainly instruction and added needs)							
	-	Reduction in budgeted insurance costs (\$70k) (all areas)							
	-	Increase in retirement costs for 147c2 grant (\$2.3 million) spread through most line items							
Non-payroll	-	Increase in sub costs based on usage (\$270k) (mainly instruction and added needs)							
	-	Decrease in curriculum for budget not used (\$270k) (Instructional support)							
	-	Decrease in security grant (\$412,463) (Central services)							
	-	Reduction in budget not spent on staff computers and server (\$160k) (Central Services)							

This is presented for information only; Board action will be requested at a subsequent meeting.

10.5 2023-24 Budgets
**Community Education Fund
 For the Year Ending June 30, 2024
 Revenue**

- Overall revenue is budgeted to be consistent with the 22/23 fiscal year. There are some expectations that the LAB will generate more revenue with the sportcourt that is now available, which will lead to additional usage of the buildings during the off months

Expenditures

- Expenditures are fairly consistent with the prior year in all departments w/in the community education fund.

10.6 WEOC Membership

The Consortium operates under a consortium agreement that was amended effective on or about July 1, 2014, through an Amended Agreement and Addendum that expired June 30, 2019, although the Participants and the Fiscal Agent have otherwise continued to operate since June 30, 2019, in accordance with the June 1, 2014 Consortium Agreement and Addendum.

Please read the attached document. This is presented for information only; Board action will be requested at a subsequent meeting.

10.7 K-12 ELA Curriculum Resource

The process:

- Six core curricular programs were selected for review based on evidence-based research including EdReports and Knowledge Matters, the needs of our students, and the Portrait of a Graduate competencies.
- Each selected curricular program publisher sent various materials for review including digital resources:
 - samples for each grade level, if possible; at minimum a sample for each grade band K-2, 3-5, 6-8, 9-12;
 - a quote based on LCS' student and staff numbers; and,
 - a plan for professional learning
- A curriculum adoption team was formed to review the curriculum materials that included elementary representatives from each building, an interventionist, two middle school representatives, two high school representatives, our literacy coach, administrators, and the Assistant Superintendent of Curriculum and Instruction
- The curriculum adoption team used the EQUiP rubric, the CRE Scorecard (equity), the Reading League Curriculum Evaluation tool, and the POG competencies to measure the quality of the programs.
- Rubrics were scored and discussions were held to determine the resource that will best the needs of our students and the future of Lincoln.
- Members of the acquisition team met with the representatives from the curricular programs to further discuss scope and sequence, product development, supplemental support materials, professional learning, and cost.
- The team is now bringing the programs to the Board for review and approval for the ARC proposal (year one will be lower in cost due to using funds from various grants) and the Into Literature proposal.

The why:

- An ELA resource is part of the 5 year curriculum cycle
- Our current elementary ELA resource, Journeys, will retire in 2025
- Middle and high school have not had a curricular program in over ten years
- Our curricular resources need to match the direction in which our district is headed. MS and HS do not have one and our current elementary resource is outdated

Research:

- Six core curricular programs were selected for review based on evidence-based research including EdReports and Knowledge Matters, the needs of our students, and the Portrait of a Graduate competencies.
- The curriculum adoption team used the EQUiP rubric, the CRE Scorecard (equity), the Reading League Curriculum Evaluation tool, and the POG competencies to measure the quality of the programs.
- Rubrics were scored and discussions were held to determine the resource that will best the needs of our students and the future of Lincoln.
- Our updated resource aligns with the Science of Reading (which are best practices)

Proposed Plan:

- A survey went out to the elementary staff to gauge interest in beginning to use a new ELA resource for the 23-24 school year or wait until the 24-25 school year due to our current math

initiatives. Approximately 35% would like to begin next year. That 35% will receive resources and training at the end of the school year/summer to be our pilot starters with all teachers fully implementing the resource the 24-25 school year.

- At the middle and high school level, staff will have their “Getting Started” training before the end of the school year/summer work time with full implementation for the 23-24 school year including professional learning.

Outcome and impact:

- LCS students will benefit from a guaranteed and viable curriculum for ELA K-12
- Staff will be able to provide our students with rigorous, high level content that supports LCS’ strategic plan direction
- During district collaborative team meetings, staff will be able to address the four questions in a PLC process
- Improved instructional practices for staff
- Cross curricular opportunities due to resources and activities
- Increased student engagement and teacher facilitation
- Increased scores on state and local assessments

This is presented for information only; Board action will be requested at a subsequent meeting.

10.8 eSports Club

The process

- Staff members at various levels attended webinars and seminars on eSports as a rigorous and diverse platform from which to engage students, foster curiosity, and gain experience in multiple STEM fields. These include those hosted by REMC and MACUL.

The why:

- Esports is a rapidly growing industry, with millions of people around the world watching and playing competitive video games. As the popularity of esports continues to grow, so too does the potential for esports to be used as a tool for education.

There are many reasons why esports can be a valuable addition to the classroom. First, esports can help students develop important skills such as teamwork, communication, and problem-solving. These are all skills that are essential for success in both school and the workplace.

Second, esports can help students learn about different cultures and perspectives. Many popular esports games are based on real-world sports or historical events. This can give students a chance to learn about different cultures and perspectives in a fun and engaging way.

Third, esports can help students stay motivated and engaged in school. For many students, esports is a passion that they are eager to learn more about. By incorporating esports into the learning environment, teachers can tap into this passion and use it to motivate students to learn.

Here are some specific examples of how esports can be used in the learning environment, several of which mirror our Portrait of a Graduate:

- Teamwork/Collaboration: Many esports games require players to work together as a team to achieve victory. This can teach students the importance of teamwork, communication, and cooperation.
- Communication: Esports players need to be able to communicate effectively with their teammates in order to win. This can help students improve their communication skills, both written and verbal.
- Problem-solving: Esports games often require players to solve problems in order to progress. This can help students develop their problem-solving skills, which are essential for success in school and the workplace.
- Critical thinking: Esports games often require players to think critically about the game and make decisions based on the information they have available. This can help students

- develop their critical thinking skills, which are also essential for success in school and the workplace.
- Creativity: Some esports games allow players to be creative, such as by designing their own characters or strategies. This can help students develop their creativity, which is a valuable skill in many different fields.

Esports is a growing and exciting field with the potential to positively impact education. By incorporating esports into the learning environment, teachers can help students develop important skills, promote cultural understanding, and keep students motivated and engaged in school.

Research:

- According to a systematic literature review and research agenda by J. Johnson et al., esports can provide students with opportunities to develop teamwork, communication, strategy, and sportsmanship skills. The study also found that esports can help students develop cognitive and social development, improved hand-eye coordination, and better problem-solving skills.

Another literature review by J. Johnson et al. found that esports can help students learn how to think strategically and make quick decisions under pressure.

A scoping review by M. Hamari et al. found that esports can provide students with opportunities to develop empathy towards others and good sportsmanship .

<https://www.sciencedirect.com/science/article/pii/S1877042819310648>
<https://www.tandfonline.com/doi/full/10.1080/24704027.2020.1778407>
<https://www.frontiersin.org/articles/10.3389/fspor.2021.643778/full>

A survey was also given to 9th-12th grade students at the high school this week to gauge interest. Out of the 61 responses thus far, 31 of them are interested in adding eSports as a club at the high school.

Proposed Plan

- To start as an after school club and develop into a fully fledged team.
- The first year the goal is to actively participate in at least one full season using the free league.
 - During the seasons, students would be playing games that are rated “teen” and below. These games would be based on the league in which we are a part.
- To field at least one full team
- Ideally it would be good field both a practice team and a team
- To also leverage the equipment and space during the school day to enhance already existing coursework involving computer based applications

Outcome and impact:

- To engage students who may not have other avenues of engagement
- To make the connection between the work of being on an esports team and real careers
- To teach real world, career, and STEM-based skills to students
- To have fun
- To gain skills in SEL to manage emotions and thinking during high stress competitive situations

This is presented for information only; Board action will be requested at a subsequent meeting.

11.0 OLD BUSINESS

11.1 Tenure and Continuing Probation Recommendations

The building administrators have recommended the following probationary teachers to be continued for the 2023-2024 school year.

There are five teachers being recommended for tenure. Board action is requested.

Teacher Tenure Recommendations					
Building	Last Name	First Name	Hire Date	Tenure Eligibility Date	Notes
Bishop Elementary	SWIDAN	NICOLE	1/13/2018	1/13/2023	Five Year Requirement
Childs Elementary	RICKLE	ANTHONY	8/12/2018	6/30/2023	Five Year Requirement
Childs Elementary	RUPER	CHRISTI	8/26/2019	6/30/2023	Five Year Requirement
Childs Elementary	MOORE	KATLIN	8/12/2018	6/30/2023	Five Year Requirement
Lincoln Middle School	MIKEL	NICOLE	2/5/2018	2/5/2023	Five Year Requirement

RECOMMENDED MOTION: I move that we approve the 2023-2024 Tenure and Continuing Probation Recommendation as presented by Administration.

- 11.2 Pediatric Therapy Associates, LLC 2023-24 Contract
 Lincoln Consolidated Schools has partnered with Pediatric Therapy Associates since 2000 to provide additional ancillary support staff. Pam Curtis, the owner of Pediatric Therapy Associates provides staffing solutions across Washtenaw County at competitive rates.

Ancillary support staff are speech language providers, occupational therapists, and physical therapist. These roles are required for the implementation of special education services across the district. These services provide much of our Medicaid revenue. As such, they are funded through Act 18 special education funds and not IDEA. Please read the information in the Board packet. Board action is requested.

RECOMMENDED MOTION: I move that we approve Pediatric Therapy Associates Contract as presented.

- 11.3 Chartwell 2023-2024 Contract Renewal
 Lincoln Consolidated Schools entered into a five-year contract with Chartwells in the prior year. The renewal of that contract would be good for one year ending June 30, 2024 and may be renewed by mutual agreement for four more additional one-year periods, this year being our first renewal. Board action is requested.

RECOMMENDED MOTION: I move that we approve the Chartwell 2023-2024 Contract Renewal as presented.

- 11.4 K-5 SEAB (Sexual Education Advisory Board) Curriculum
 Please read the attached documentation in reference to the SEAB’s recommendation.

RECOMMENDED MOTION: I move that we approve the K-5 Sex Education Curriculum recommendation by the SEAB (Sexual Education Advisory Board) as presented.

12.0 ADJOURNMENT

What is a consent agenda?

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Why would an organization want to use a consent agenda? Consent agendas are popular with many organizations because they help streamline meetings and allow the focus to be on substantive issues.

What does it mean if we adopt a consent agenda?

- Documentation for consent items must be provided to the board prior to meetings so that directors feel confident that their vote reflects attention to their duty of care.
- Board members are encouraged to ask prior to the meeting all the questions that they want related to consent agenda items.
- If it is determined that an item on the consent portion of the agenda actually requires action or a decision that item should be removed from the consent portion of the agenda and raised later in the meeting.

- Any board member can request that an item be moved to the full agenda.
- A vote on the single motion applies to all the items on the consent portion of the agenda.

April 19, 2023

Dear Mr. Jansen,

Gillian Williams is a greatly respected colleague of ours at Brick Elementary. It is with great pleasure that we nominate her for Lincoln's Employee of the Month!

Mrs. Williams always puts students first and she's an amazing team mate. She steps up on a daily basis for a variety of extra duties that many are not even aware she does. She doesn't expect any acknowledgment for these extra duties, she just does them.

It's more than that though. Mrs. Williams always goes above and beyond her "contract" responsibilities. She is at school, before and after, to meet with colleagues and families, her attendance is impeccable, and her work ethic is rare.

Additional duties:

LEA Vice President
LEA Bargaining Team Member
Strategic Vision Building Representative
Daily Before/After School Bus Duty (Rain or Snow!)
CPI/CPR Trained
Crisis Team Member
MTSS Member
M-Step Proctor
Special Education Team Member- Weekly after school meetings
Kid Whisperer

Whenever a need arises, Mrs. Williams is the first to volunteer to be a problem solver. When a family needed a spot for their children to pray, Mrs. Williams was the first to find a spot and create a schedule so that there was always adult supervision in case the students needed anything. She put herself on that schedule and has given up her own planning time to do so because she knows how important this is for our family. She has a caseload of 60 plus students that she meets with multiple times a week on top of all of the other duties, yet she has been more than willing to add to that massive workload to help others. Mrs. Williams covers for colleagues that have missed a prep, even when she often misses prep time herself!

When asked about what people wanted to add to Mrs. Williams' nomination, these are just a few of what her colleagues noted:

Gil has gone above and beyond for staff and students in our building. As a fellow crisis team member, she has supported the team, staff and students in several situations in multiple ways. She is always willing to do positive check-ins with students, whether they are part of her caseload or not, building relationships with students throughout the building. She is always there for me as a friend and a colleague. She is a wealth of knowledge for questions that I may have

about students, procedures or protocols. She helps me problem solve with students, and situations. Her amazing sense of humor keeps our staff in a positive frame of mind through the exhaustion and frustration of our jobs. She is a great listener and always has the time to talk about work or personal issues.

Gil Williams is a kind and hard-working colleague. She is always willing to assist me when I have questions about paperwork and other work-related issues. She is the first one to offer to help anyone out because of how thoughtful and selfless she is on a daily basis. Gil is the go-to person for when I, and the team, have thoughts that need to be put into words. Gil cares about every staff member and student in this building and would do anything for them. She is a huge asset to our community and school-family. She is a true testament to how caring and wonderful a teacher, coworker and friend she is. She truly deserves to be recognized for everything she does to keep this school running the way it does!

Gillian Williams is one of the most amazing people I have had the pleasure to work with. She is a strong advocate for her students as well as her colleagues. She is a team player and will assist anyone however she can. Gillian has so much experience in her field and is always willing to help someone with something they have never done before. Beyond being an amazing co-worker, she is a wonderful person. She will lend an ear if you need it and always has great advice! She is kind to everyone she works with and is always available to answer questions or walk me through something that I need help with. Gillian is an asset to Brick Elementary and we are lucky to know and work with her!

Respectfully Submitted,
Brick Elementary Staff

LINCOLN CONSOLIDATED SCHOOLS
Ypsilanti, Michigan
BOARD OF EDUCATION / REGULAR
MEETING
May 22, 2023
6:00 p.m.
District Boardroom-Lincoln High School

OFFICIAL MINUTES

BOARD MEMBERS PRESENT

Jennifer Czachorski, President
Jennifer LaBombarbe, Vice President
Thomas Rollins, Treasurer
Allie Sparks, Secretary (arrived at 8:40 pm)
Matthew Bentley, Trustee
Jason Moore

ADMINISTRATORS PRESENT

Robert Jansen, Superintendent
Adam Blaylock, Human Resources Director
Karensa Smith, Assistant Superintendent Curriculum and Instruction
Adam Snapp, Finance Director

OTHERS PRESENT

Edgar Brown, Jim Harless, Abby Smith, Paula Robinette, Shane Malmquist, Ben Murphy-Smith, Amy Wilhelm and Jacob Saldinger.

1.0 CALL TO ORDER

President Czachorski called the meeting to order at 6:02 pm.

2.0 ROLL CALL

Roll call showed all Board Members were present with the exception of Sparks.

3.0 ESTABLISHMENT OF QUORUM

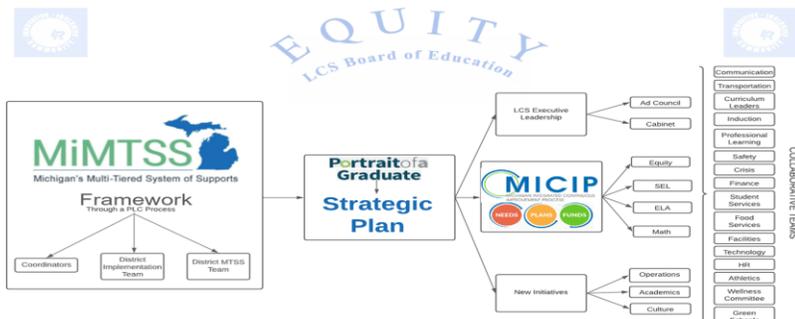
A quorum was established.

4.0 PLEDGE TO FLAG

The Pledge of Allegiance was recited by Board and audience members.

5.0 BOARD PRESENTATIONS

5.1 Strategic Plan and MTSS Presentation
Presented by Karensa Smith



- Consider the Landscape shifts-To learn how the world is changing and consider how student learning experiences are changing with it.
- Deeper learning equips students with not only rigorous academic content, but also the ability to transfer their knowledge while using essential skills and mindsets in new, even unexpected, situations. 21st century learning experiences empower students to be lifelong learners and contributors in our complex and ever-changing world.
- Impact of Deeper Learning Experiences-
 - Engagement, motivation, collaboration, and self-efficacy.
 - Higher scores on state assessment and PISA
 - Graduated from high school on time at higher rates.
 - Were more likely to enroll in four-year post-secondary institution

Goals of Strategic Plan

- Communication- Goal Statement: Design a modern, consistent, and sustainable district-wide communication system that promotes positive engagement with all current and potential stakeholders.
- Finance/Facilities- Goal Statement: Develop, support and operate an energy efficient, attractive, safe and well maintained campus, with an equitable distribution of resources for all stakeholders.
- Community Engagement- Goal Statement: LCS will foster an inclusive and supportive school community through meaningful engagement striving to empower all students to achieve their full potential.
- Climate/Culture- Goal Statement: LCS is committed to being a learning organization driven by a MTSS Framework where students and staff thrive in safe, supportive, nurturing environments; with a collective drive to integrate a culture that honors human differences, supports continuous growth, and is committed to removing barriers enabling all learners to embody the LCS Portrait of a Graduate profile.
- Academic Achievement/Student Success- Goal Statement: Every Lincoln Railsplitter will engage in equitable academic experiences grounded in high expectations and deeper learning, personalized to student needs and interests, allowing each student to thrive and reach their greatest potential as they achieve employment, enrollment, enlistment, or entrepreneurship.

LCS Strategic Plan One-Page Narrative

The LCS community is beginning a transformative journey over the next five years, guided by our strategic plan that outlines clear and ambitious goals. Our commitment to excellence and equity is at the heart of this plan, and we believe that by working together, we can create an educational environment where all students can thrive and achieve their full potential.

Goal #1 | Encourage and support a school community that is welcoming to ALL students and that engages students in meaningful ways.

We believe that when students, families, staff, and community members work together, we create a nurturing environment that helps students reach their goals. This belief informs our strategy at the heart of this goal. We will strive to empower ALL students to achieve success through...

Strategy → Increasing community involvement and student centric partnerships

Strategy → Strengthening partnerships with local businesses and organizations

Goal #2 | Commit to being an organization focused on student learning that is driven by a Multi-Tiered System of Supports (MTSS) Framework.

Our commitment will ensure students and staff thrive in safe, supportive, nurturing environments, while integrating a culture that honors human differences and supports continuous growth. Two key strategies will be used in achieving this goal and will support ALL learners in developing the attributes within the LCS Portrait of a Graduate profile.

Strategy → Implementing a district-wide MTSS framework

Strategy → Creating an equitable and inclusive environment

Goal #3 | Provide ALL Lincoln Railsplitters with equitable academic experiences grounded in high expectations and deeper learning, personalized to student needs and interests, allowing each student to thrive and reach their greatest potential as they achieve employment, enrollment, enlistment, or entrepreneurship.

We aim to personalize education to meet the unique needs and interests of each student. This approach will enable our staff to provide tailored interventions and supports, addressing the diverse academic, social, and emotional needs of all Lincoln students, and by aligning our teaching practices with the Portrait of a Graduate competencies, we will equip our students with the crucial skills they need to succeed in college, careers, and life.

Strategy → Providing equitable learning opportunities that align with the Portrait of a Graduate competencies

Strategy → Providing varied and equitable extracurricular programming opportunities for all students

Strategy → Establish fair and equitable systems to ensure accountability and responsibility for all students

Goal #4 | Design a modern and consistent district-wide communication system that engages with our current and future stakeholders in positive ways.

LCS will promote pride in our schools and deepen collaboration among all stakeholders through two essential strategies. A well-informed and engaged community is vital to the success of our students and the district as a whole.

Strategy → Improving district communication clarity and consistency

Strategy → Building a strong, trustworthy reputation

Goal #5 | Design and operate an energy-efficient, safe, and well-maintained campus, with a focus on ensuring resources are distributed in an appropriate way to meet the needs of ALL stakeholders.

LCS's continuous improvement planning will ensure that our campus is environmentally responsible and a welcoming and supportive space for all members of our community. Focusing on three key strategies will be essential in our efforts to accomplish this goal.

Strategy → Create a long-term operations and facilities continuous improvement plan

Strategy → Increase energy efficiency initiatives

Strategy → Maximize the use of our operational and facilities budgets

We will utilize these specific strategies as we work towards these goals, keeping our focus on what truly matters – the success of our students. We will continually assess and improve our practices, remain open to feedback, and committed to growth. We recognize that achieving our goals will require hard work, persistence, and dedication to our shared vision. We invite you to join us on this exciting journey, as we strive to make Lincoln Consolidated Schools a place where ALL students can thrive, ALL families can feel supported, and ALL of our community members can take pride in our collective achievements. Together, we can make a lasting impact on the lives of our students and shape the future of our community.

MTSS Presentation

Framework

- Addresses the WHOLE Learner (cognitive, physical, behavioral, social emotional)
- Eliminates barriers by providing a framework for schools and districts to organize
 - Strategies
 - Processes
 - Resources
- Utilizes Effective Innovations (research-based and evidence-based strategies) to support educators in the implementation of effective practices

MTSS (Multi-Tiered System of Supports) is referred to as a framework as opposed to an intervention or a program.

- Multiple research- and evidence-based practices
- Effective and efficient use of practices and initiatives matched to learner needs
- Outcomes driven approach
- A structure designed to organize the district-wide systemic infrastructure

District Capacity Assessment

- The DCA lists the core features of a sustainable system of support. The district implementation team and other invited respondents review and score the features.
- The results of the DCA help the District Implementation Team to identify what parts of their system are already in place, what needs to be improved, and what still needs to be done.

Focus-Promoting Positive School Climate

- Implement and sustain school-wide behavior systems of support.
- Provide intensive training and technical assistance for three years. The support helps districts through initial implementation for schools.
- Help build local capacity to ensure sustained success.

Big Ideas of School-wide PBIS

- Identify and define behavior expectations
- Teach behavior expectations
- Monitor expected behavior
- Acknowledge and encourage behavior expectations
- Establish continuum of responses to behaviors that includes teaching/re-teaching
- Use data for decision making

LCS Behavior Expectations

- Be Responsible
We show respectful behavior when we care how our actions and words impact others and consistently choose to do the right thing
- Be Respectful
We show responsible behavior when we are dependable, honor our commitments, and accept consequences for what we say and do
- Be Safe
We show safe behavior when we identify with and understand each other's feelings and take care of our own and other's well-being both physically and emotionally so our community is free from danger or harm
Be Kind.
- We show kind behavior when we intentionally show a genuine, deep, and selfless concern for others without expecting anything in return

School Wide Information System-SWIS

- SWIS will provide visual displays of data related to referral data collected for our schools
- SWIS is designed to help school staff use referral data to support decision making
- Our schools will have a local SWIS Facilitator who will help your School Leadership Teams and school staff with these activities as well as support our use of SWIS

6.0 SUPERINTENDENT AND STAFF REPORTS/CORRESPONDENCE

6.1 Superintendent's Report

- Senior Walk Out will take place on May 23rd at 10:00am
- Matt Bentley, Jennifer Czachorski and Allie Sparks all received awards of distinction from MASB

6.2 Technology Report

- This year to date we have processed over 3800 tickets
- The high school and middle school all have brand new access points in every classroom and most common areas. This will allow a greater breadth of coverage in both buildings. The elementary buildings will be receiving a similar update though with older access points for now. We plan to move all elementary buildings over to the same system at the middle and high schools when we refresh our e-rate cycle.
- Security cameras for LMS, LHS, and Childs are being processed We have had our initial launch meeting and are scheduling the inventory. As soon as we have sufficient equipment we plan to begin installation as soon as possible. This will align all of the district's cameras on one platform: Digital Watchdog.
- Working with all department to roll out initiatives from new platforms and streamlining existing processes. One of our largest improvements is working on Clever integration throughout the district to help enable more up to date data integration between our student information systems and the digital tools and platforms our students use everyday.

6.3 Curriculum & Instruction Report

Curriculum

- The district MICIP team is monitoring and evaluating our current plan and will put the new plan into the platform in the fall based on the results.
- The mentors and mentees have been given a survey to assess the Induction Program. The new Induction Team will review the data for modifications for next year.
- The M STEP window closed last Friday. In terms of our M STEP participation rate, all schools, including the Virtual Academy, made the 95% participation compliance. 24 of our 3rd graders are

reading more than one year behind grade level according to the state assessment and will get the letter from CEPI that discusses retention. As a reminder, we do not retain students solely based on one assessment.

- The NWEA window closes this week.
- The ELA Acquisition Committee has recommended two programs to be adopted as our new ELA curricular resource. One is for grades K-5 and the other is for grades 6-12. Meetings are being held with the vendors to discuss logistics before we move onto the next steps.
- The transportation deadline for summer school was last week. Currently, we have approximately 175 elementary students, over 90 middle school, and 180 high school students
- We are excited that the Book Mobile will be going into neighborhoods again this year. We have modified our locations and times due to feedback that we received last year. Exact dates and locations have been posted.
- We are planning for eSports. More information will be coming to the Executive Board for input.

Grants

- We are beginning year end reports for our state and federal programs
- Planning for the use of our Title and 31a funds for the 23-24 school year has begun and are based on various pieces of data.

6.4 Finance Report

6.4.1 April 2023 Food Service Report

Board reports were included in the Board packet.

7.0 BOARD REPORTS/CORRESPONDENCE

7.1 Board Executive Committee

The next Board Executive Meeting will be held on June 5, 2023, in the Pittman Room.

7.2 Board Performance Committee Report

The next Board Performance Committee Meeting will be held on June 19, 2023, in the Pittman Room.

7.3 Board Planning Committee Report

The next Board Planning Committee Meeting will be held on June 12, 2023, at 4:30 pm in the Pittman Room.

7.4 Board Finance Committee Report

The next Board Finance Committee Meeting will be held on June 5, 2023, at 4:00 pm in the Pittman Room.

7.5 Board Reports

- All end of the year events are on the Board of Education calendars. Take a moment and RSVP to your Google events.

8.0 PUBLIC COMMENT

8.1 Response to Prior Public Comment

- No prior Public Comment

8.2 Public Comment

Board of Education Public Comment Statement

This is the time set aside by the Board to hear from you, the members of our community. We invite you to address the Board with comments, questions or concerns regarding board actions, policies, or other issues not resolved through appropriate administrative channels. The Board may not immediately respond to concerns presented at this meeting; however, we will respond to inquiries on or before the next board meeting.

Please sign in completing your contact information. Limit individual comments to 5 minutes or less. Comments with respect to the performance of specific district employees are not appropriate during public comment.

Rules for Public Comment:

1. The Board of Education reserves the right to limit the total public comment to 30 minutes in any meeting.
 2. The Board of Education will limit each speaker to one opportunity to speak during any public comment period.
 3. The Board of Education President, or the President's delegee (such as the Superintendent or another District administrator) will respond to your comment.
 4. The Presiding officer may: A) prohibit public comments which are frivolous, repetitive, or harassing; B) interrupt, warn, or terminate a participant's statement when the statement is too lengthy, personally directed, abusive, obscene, or irrelevant; C) request any individual to leave the meeting when that person behaves in a manner that is disruptive of the orderly conduct of the meeting; D) request the assistance of law enforcement officers in the removal of a disorderly person when that person's conduct interferes with the orderly progress of the meeting, and; E) call for a recess or an adjournment to another time when the lack of public decorum so interferes with the orderly conduct of the meeting as to warrant such action.
- No Public Comment

9.0 CONSENT AGENDA

9.1 Minutes of Previous Meeting

9.1.1 Regular Meeting May 8, 2023

Enclosed are the minutes of the May 8, 2023, Regular Meeting as presented.

9.2 April 2023 Finance

Enclosed are the April 2023 Financial Reports. The Superintendent recommends approval as presented.

9.3 April 2023 Check Register

Enclosed is the April 1-30, 2023, check register in the amount of \$3,022,658.50. The Superintendent recommends approval as presented.

9.4 April 2023 Trust and Agency

Enclosed is the April 2023, Trust & Agency Report. The Superintendent recommends approval as presented.

9.5 Personnel Transactions

ACTION ITEMS					
Name	Position/Building	Date of Hire	Effective Date	Status	Major/Step
Katie Blanton	Teacher/Brick Elementary	9/28/22	5/8/2023	Resignation	
Jason Fredenburg	Interim Director/Transportation	1/23/2022	4/3/2023	Interim Director	
Tahani Alawag	Noon Supervisor/Brick Elementary	2/18/2022	4/28/2023	Resignation	
Chante Barnes	Bus Aide/Transportation	3/6/2023	4/20/2023	Resignation	
Jack Radcliffe	Noon Supervisor/Brick Elementary	1/20/2022	4/28/2023	Resignation	
Neasha Carter	Bus Aide/Transportation	4/17/2023	5/10/2023	Resignation	

Name	Position/Building	Start Leave Date	Return to Work Date	Status	Approved/Not Approved
Kristyn Woodworth	Paraprofessional/Model ECSE	4/27/2023	N/A	FMLA INTERMITTENT	Approved

It was moved by LaBombarbe and seconded by Rollins that we accept the Consent Agenda as presented.

Ayes: 4
 Nays: 0
 Motion carried 4-0

10.0 NEW BUSINESS

10.1 Student Discipline

10.1.1 Student #12

The Board Discipline Committee met on May 10, 2023, to conduct a disciplinary hearing for Student #12 and their recommendation is included in your packet. The Superintendent and Discipline Committee recommend approval as presented.

It was moved by LaBombarbe and second by Bentley that we approve the recommendation of the Board Discipline Committee relative to disciplinary sanctions for Student #12 as presented.

Ayes: 4
 Nays: 0
 Motion carried 4-0

10.1.2 Student #13

The Board Discipline Committee met on May 15, 2023, to conduct a disciplinary hearing for Student #13 and their recommendation is included in your packet. The Superintendent and Discipline Committee recommend approval as presented.

Pursuant to Sections 8(b) of the Open Meetings Act, it was moved by LaBombarbe and seconded by Bentley that we enter Closed Session to discuss items related to Student Discipline, to return to open session.

Ayes: 4 Czachorski, LaBombarbe, Bentley and Moore
 Nays: 0
 Motion carried 4-0

It was moved by LaBombarbe and seconded by Bentley that we approve the recommendation of the Board Discipline Committee relative to disciplinary sanctions for Student #13 as presented.

At the student’s request it was necessary to enter Closed Session.

Ayes: 4
 Nays: 0
 Motion carried 4-0

Entered Closed Session at 7:52pm and returned to Open Session at 8:57pm

Sparks entered the Boardroom at 8:40. She joined the meeting after Closed Session was complete and Open Session commenced at 8:57.

10.1.3 Student #14

The Board Discipline Committee met on May 17, 2023, to conduct a disciplinary hearing for Student #14 and their recommendation is included in your packet. The Superintendent and Discipline Committee recommend approval as presented.

It was moved by LaBombarbe and second by Rollins that we approve the recommendation of the Board Discipline Committee relative to disciplinary sanctions for Student #14 as presented.

Ayes: 5

Nays: 0
 Motion carried 5-0

10.1.4 Student #15

The Board Discipline Committee met on May 18, 2023, to conduct a disciplinary hearing for Student #15 and their recommendation is included in your packet. The Superintendent and Discipline Committee recommend approval as presented.

It was moved by LaBombarbe and second by Sparks that we approve the recommendation of the Board Discipline Committee relative to disciplinary sanctions for Student #15 as presented.

Ayes: 5
 Nays: 0
 Motion carried 5-0

10.2 Tenure and Continuing Probation Recommendations

The building administrators have recommended the following probationary teachers to be continued for the 2023-2024 school year.

There are five teachers being recommended for tenure. This is presented for information only at this time; Board action will be requested at a subsequent meeting.

Teacher Tenure Recommendations					
Building	Last Name	First Name	Hire Date	Tenure Eligibility Date	Notes
Bishop Elementary	SWIDAN	NICOLE	1/13/2018	1/13/2023	Five Year Requirement
Childs Elementary	RICKLE	ANTHONY	8/12/2018	6/30/2023	Five Year Requirement
Childs Elementary	RUPER	CHRISTI	8/26/2019	6/30/2023	Five Year Requirement
Childs Elementary	MOORE	KATLIN	8/12/2018	6/30/2023	Five Year Requirement
Lincoln Middle School	MIKEL	NICOLE	2/5/2018	2/5/2023	Five Year Requirement

10.3 Pediatric Therapy Associates, LLC 2023-24 Contract

Lincoln Consolidated Schools has partnered with Pediatric Therapy Associates since 2000 to provide additional ancillary support staff. Pam Curtis, the owner of Pediatric Therapy Associates provides staffing solutions across Washtenaw County at competitive rates.

Ancillary support staff are speech language providers, occupational therapists, and physical therapist. These roles are required for the implementation of special education services across the district. These services provide much of our Medicaid revenue. As such, they are funded through Act 18 special education funds and not IDEA. Please read the information in the Board packet. This is presented for information only at this time; Board action will be requested at a subsequent meeting

10.4 Chartwell 2023-2024 Contract Renewal

Lincoln Consolidated Schools entered into a five-year contract with Chartwells in the prior year. The renewal of that contract would be good for one year ending June 30, 2024 and may be renewed by mutual agreement for four more additional one-year periods, this year being our first renewal. This is presented for information only; Board action will be requested at a subsequent meeting.

10.5 2023-24 Master Calendar

- First Day of School – August 28, 2023
- Winter Recess – Begins Friday, December 22, 2023. Classes Resume Monday, January 8, 2024
- Spring Recess – Begins Friday, March 22, 2024. Classes Resume Monday, April 1, 2024

These three dates have been agreed upon by Administration and the LEA. The calendar is not completed. This is presented for information only; Board action will be requested at a subsequent meeting.

11.0 OLD BUSINESS

11.1 WISD Biennial Election

It is important to have each constituent district send a voting representative to participate in the election. It is recommended that each constituent district appoint an alternate representative to serve in the event the designated representative is not able to attend the June 5, 2023, election. A quorum of districts is needed for the election.

It is necessary to establish the first public meeting at which this Board did consider the proposed resolution designating the District's representative on the electoral body.

The Board appointed Allie Sparks and Jennifer LaBombarbe (alternate) as the representative of this Board for the electoral body, which body will elect 1 candidates to the vacancy on the WISD Board on Monday, June 5, 2023.

We received the WISD official ballot from the Washtenaw County Clerk. There is only one candidate on the ballot, and one open seat. R. Stephen Olsen will be running for re-election.

It was moved by LaBombarbe and seconded by Sparks that we further direct Allie Sparks, designate representative and Jennifer LaBombarbe, alternate to cast a vote on the WISD Biennial Election ballot Monday, June 5, 2023, on behalf of this Board in support of R. Stephen Olsen.

Ayes: 5
Nays: 0
Motion carried 5-0

The WISD board has two open positions, and we have only one person on the ballot. That means we have one position that will have to be nominated at the election meeting.

What will happen at the election meeting is that the group will vote on the ballot with the one candidate and then they will open the floor for nominations. All nominations will be placed on the next ballot and the 9 representatives will vote on the folks nominated. Whoever has the most votes will get the seat. It is a simple count, so someone could win with 2 votes if that was the candidate with most votes. If there is a tie, they will do a runoff vote between the tied candidates.

The candidate that is nominated needs to meet the requirements of qualifying for the ISD seat. That means they need to be registered to vote in one of our local districts. For this election we are not taking any nominations for people who live in the AAPS district. They cannot live in Ann Arbor, because we already have two board members from Ann Arbor and state law prohibits more than two ISD board members from one district. If the board desires, they may add the following motion for a write-in candidate or leave the resolution as written.

It was moved by LaBombarbe and seconded by Sparks that the designated representative and alternate are further directed to nominate and cast a vote for Dr. Shivers on behalf of this Board.

Ayes: 5
Nays: 0
Motion carried 5-0

11.2 Athletic Training Services Contract

Trinity Elite, the department of the IHA/St. Joseph's Mercy Hospital system that manages athletic training services to local high schools, has interest in a multi-stage partnership with LCS. A move to Trinity will align our Athletic Trainer (ATC) with our existing, long term team doctors – while providing an improved relationship with one of the two large hospital systems in our county, (University of Michigan, though their MedSport division, has declined to bid at this time.) This bid is also the most cost effective bid received, at an annual cost of just under \$45,000. It is just more than a \$10,000 increase from the cost of our ATI contract for the '22-23 school year.

Acquiring bids for this service contract has been challenging. ATI has been very transparent that their corporate offices have dictated that partner school districts bear a much larger portion of the cost of the employee – their bid more than doubled from this year contract cost. MedSport’s representative communicated that they are not adding any employees as they evaluate the profitability of these ATC contracts, and will not submit a bid at this time.

Accepting this contract means leaving a seven-year connection to ATI, who has been a great partner in providing care to Lincoln athletes. At this time, ATI has let us know that there will be a significant increase in cost (\$70,000, up from \$34, 000) to their services.

In addition, Trinity would like to negotiate with LCS to add a physical therapy clinic inside the Lincoln Athletic Building. This clinic will bring significant rental revenue to the LAB operations and provide an additional medical resource to our students, families, and community. They hope to begin that conversation in the next couple of months, with hopes of ramping up an operation for patient care beginning in January 2024.

The request to approve Trinity as a vendor does not depend on a future PT clinic, we’d ask to move forward with this bid independently of any future plan. The Trinity bid is the most cost effective and creates the most efficiency of great local care for our athletes.

Please read the Athletic Training Bid Summaries that are included in the Board packet.

Board action was requested.

It was moved by LaBombarbe and seconded by Bentley to approve the Athletic Training Services Contract awarded to Trinity Elite for a period of two years as presented.

Ayes: 5
Nays: 0
Motion carried 5-0

11.3 Food Service Equipment and Renovation

Food services equipment purchase and renovations. Three estimates will be provided to the board of education along with a proposed recommendation.

State of Michigan spend down request of excess food services fund balance of approximately \$405,000. We are looking to renovate the LHS west serving area/kitchen, and the middle school serving area/kitchen to match the LHS east serving area/kitchen, along with new equipment that matches the LHS east kitchen serving/kitchen area. We are planning on replacing the flooring and painting all areas. We are also looking to add two new walk-in coolers, one at the west end high school and one at Childs elementary school.

Board action was requested.

It was moved by LaBombarbe and seconded by Sparks to approve the Food Service and Equipment and Renovation as presented.

Ayes: 5
Nays: 0
Motion carried 5-0

11.4 Professional Development Restorative Practice

Topic of Agenda Item:

- Restorative Practices training for the district during the week the staff returns in August of 2023
- For BFDI International Training Institute to implement a 2-day district-wide restorative practices training (teachers, paras, secretaries, bus drivers, noon supervisors, ancillary staff, administrators, etc...) during our August staff training days

- For BFDI International Training Institute to implement a 2-day specialized training for specific staff (Dean, Behavior Specialists, general education Social Worker, etc...) that teaches them how to facilitate restorative practices conferences during first semester

Background Data:

The process

- The Curriculum leaders met as a team and created a survey to send out to the teaching staff about their professional learning needs for the 23-24 school year. These questions were based on district initiatives as well as what the curriculum leaders were hearing from their colleagues about their needs.
- The draft survey was shared with administration for feedback and input
- During an April/May staff meeting or grade level meeting in all of the buildings, grade levels/departments came together and completed the survey
- Curriculum leaders and the district MICIP team, members of the District Implementation Team reviewed the data and discussed possible next steps

The why:

- Based on the survey results, our number one professional learning need (57%) was "Behavior/discipline strategies." When reviewing the comments, the needs are specifically around restorative practices, de-escalation techniques, and how staff interacts with students when the students are frustrated or having a behavioral issue

Please read the information in the Board packet. Board action was requested.

It was moved by LaBombarbe and seconded by Sparks to approve Professional Development Restorative Practice 2-day District wide training as presented.

Ayes: 5
Nays: 0
Motion carried 5-0

11.5 Bond Stadium Building

Bond Project – Stadium Building:

The stadium building, the final construction project funded by the 2018 bond, unfortunately requires an expenditure that surpasses the remaining bond funds by \$702,711. Despite three attempts to lower costs through altering the projects scope and layouts, the desired budget has not been achieved. Collaborative efforts between the facilities department and contractors have successfully employed value engineering techniques, reducing the overages from the last bid cycle by over \$100,000. However, due to unforeseen circumstances and necessary changes in project requirements, the board of education is urged to authorize an additional expenditure of \$87,334.75 to ensure the project successful completion. It is recommended that the board of education approves the excess expenditures, up to a maximum of \$87,334.75. In the event that further expenditures exceed this amount, a formal written request for additional funds will be submitted to the Board of Education for review and necessary approval.

Board action was requested

It was moved by LaBombarbe and seconded by Rollins to approve the Bond Stadium Building with a maximum of \$87,334.75 needed in additional dollars to be expensed from the LAB Fund Account. If further expenditures exceed this amount, a formal written request for additional funds will be submitted to the Board of Education for review and necessary approval.

Ayes: 5
Nays: 0
Motion carried 5-0

12.0 ADJOURNMENT

It was moved by LaBombarbe and seconded by Rollins that we adjourn the meeting at 9:09 p.m.

Ayes: 5
Nays: 0

Motion carried 5-0

What is a consent agenda?

A consent agenda groups the routine, procedural, informational, and self-explanatory non-controversial items typically found in an agenda. These items are then presented to the board in a single motion for an up or down vote after allowing anyone to request that a specific item be moved to the full agenda for individual attention. Other items, particularly those requiring strategic thought, decision making or action, are handled as usual.

Why would an organization want to use a consent agenda? Consent agendas are popular with many organizations because they help streamline meetings and allow the focus to be on substantive issues.

What does it mean if we adopt a consent agenda?

- Documentation for consent items must be provided to the board prior to meetings so that directors feel confident that their vote reflects attention to their duty of care.
- Board members are encouraged to ask prior to the meeting all the questions that they want related to consent agenda items.
- If it is determined that an item on the consent portion of the agenda actually requires action or a decision that item should be removed from the consent portion of the agenda and raised later in the meeting.
- Any board member can request that an item be moved to the full agenda.
- A vote on the single motion applies to all the items on the consent portion of the agenda.

ACTION ITEMS					
Name	Position/Building	Date of Hire	Effective Date	Status	Major/Step
Elizabeth Montgomery	Special Education Paraprofessional/Lincoln Middle School		5/22/2023	NEW HIRE	
Jeffrey Azzopardi	Bus Aide/Transportation Department		5/30/2023	NEW HIRE	
Leroy Smith	Bus Driver/Transportation Department		6/6/2023	NEW HIRE	
Alannah Barber-Allen	Clerk II/LAB	11/12/2021	5/19/2023	TRANSFER	
Nicole Arhangelos	Noon Supervisor/Childs Elementary	9/14/2021	5/1/2023	Resignation	Bldg sub (Edustaff)
Sandy Black	Noon Supervisor/Childs Elementary	9/15/2022	5/1/2023	Resignation	
Nancy Fox	Director/Senior Center	4/25/2022	5/1/2023	Resignation	
Donovan Hall	Bus Driver/Transportation	2/13/2023	5/19/2023	Resignation	
Zahmari Keita	Noon Supervisor/Childs Elementary	9/12/2022	5/1/2023	Resignation	
Alec Bongiorno	LAB/Receptionist	11/5/2021	5/1/2023	Resignation	
Emma Casteel	LAB/Receptionist	11/5/2021	5/1/2023	Resignation	
Corrine Falzon	Community Ed/Water Aerobic Instructor	9/10/1998	5/1/2023	Resignation	
Telisha Weatherspoon-McKinney	Noon Supervisor/Childs Elementary School	4/27/2023	5/31/2023	Resignation	
Nicholas Michael	Teacher/Lincoln Middle School		6/30/2023	Resignation	
Martina Bricio	Teacher/Lincoln High School		6/30/2023	Resignation	
Michael Mayes	Teacher/Lincoln High School		6/30/2023	Resignation	
Name	Position/Building	Start Leave Date	Return to Work Date	Status	Approved/Not Approved
Donya Boone	Bus Driver/Transportation	5/9/2023	10/18/2023	LEAVE ~ Childcare	
Lola Olds	Bus Aide/Transportation	4/5/2023	5/8/2023	Medical Leave	Approved
Angela Lee	Assistant Building Secretary	5/19/2023	5/26/2023	FMLA	Approved
Nancy Obey	Teacher/Bishop Elementary	5/22/2023	NA	INTERMITTENT FMLA	Approved

LINCOLN CONSOLIDATED SCHOOLS

AGENDA ITEM REQUEST

Completion of this form will help us prepare accurate and complete agendas and explanatory notes for consideration by the Board of Education. It will also ensure timely consideration and/or approval of your request.

Group/Individual Making Request: Chris Westfall _____

Contact Person: _____ Phone/Email: _____

Topic of Agenda Item: (Be specific)

Request to enter into cooperative agreement at add Women's Ice Hockey through Washtenaw United Girls HS Hockey.

Background Data: (To assist in writing corresponding explanatory notes)

Desired Board Action: _____ Informational only _____ Board action required _____

Please keep in mind that in most circumstances, Board policy calls for a two-meeting review of all agenda items requiring action. Incomplete information could result in additional delays.

Board meeting date-First reading: June 12, 2023

Board meeting date-Second reading & approval (If required): Juen 26, 2023

Who will attend meeting to present request and answer questions? Chris Westfall

Requests and all supporting documentation MUST be received in the Superintendent's office no later than noon the Friday prior to the Executive Committee meeting the week before the scheduled Board of Education meeting. Late requests will be deferred to the following agenda and may compromise your deadline.

Submitted By:

Building/Department Head:

Chris Westfall

5/17/23

Date

Date



Cooperative Team Renewal Form

Complete all portions and submit to MGHSHL. Cooperative programs involving 2 or more schools of any size, must complete a renewal form every two (2) years. The renewal application can be submitted prior to May 1st following YEAR ONE, or prior to May 1st at the end of YEAR TWO of an approved cooperative team. The M.G.H.S.H.L. monitors the renewal process of all cooperative teams and reaffirms its position that it is preferable for schools with sufficient resources (players, coaches, facilities) to sponsor separate teams rather than continue combined teams after the any two-year approved period. Please consult MGHSHL Cooperative Team Guidelines.

1. Cooperative renewal for the season of 2023–2024 and the season of 2024–2025.

SCHOOL	CITY	ENROLLMENT (MHSAA)
Ypsilanti – Lincoln HS	Ypsilanti Charter Twp	1224

Total enrollment: 6549 (includes Saline, Chelsea, Dexter, Manchester, Milan, FGR, Whitmore Lake and Lincoln)

2. Name of the School Team: Washtenaw United Girls HS Hockey

3. Lead School and Athletic Director: Saline HS. Ashley Mantha, AD

4. Head Coach: Adam Winters Assistant Coaches: Sue McDowell, Ray Kopitsch, Chad Clark, Linzy Costello, Katie Pawlik

5. **Show** all cooperative schools and the ice facility. All schools are within Washtenaw Cty boundary – rinks are Ann Arbor Ice Cube, Yost Arena, Buhr Park (A2 City) and Arctic Coliseum (Chelsea)

6. Total number of players on Varsity team:

a. Season	Co-op. School	Co-op. School	Co-op. School	Record (W-L-T-OTL)
	Saline Milan	Chelsea Dexter	Manchester FGR	Record
b. 2022-23	13 1	2 3	0 0	8-17-1
c. 2021-22	10 1	3 3	0 0	10-12-1
d. 20__-__	_____	_____	_____	_____
e. 20__-__	_____	_____	_____	_____

7. Did the Cooperative cut any players from varsity: YES NO We are a no-cut team

8. Did the Cooperative have distinct JV team: YES NO.

9. **School district approval** (Agreements can be voided upon written notice to the League President)

School District	Principal or Athletic Director Signature
Ypsilanti – Lincoln HS	_____

Submitter Name _____ Team Role _____ email _____



2023-24

Agenda Item
10.3
June 12, 2023

1661 Ramblewood Drive
East Lansing, MI 48823
(517) 332-5046

The Michigan High School Athletic Association is a voluntary, nonprofit corporation comprised of public, private and parochial junior high/ middle and senior high schools whose Boards of Education/Governing Bodies have voluntarily applied for and received membership for and on behalf of their secondary schools. The association sponsors statewide tournaments and makes eligibility rules with respect to participation in such Michigan High School Athletic Association sponsored tournaments in the various sports. Each Board of Education/Governing Body that wishes to host or participate in such meets and tournaments must join the MHSAA and agree to abide by and enforce the MHSAA rules, regulations and qualifications concerning eligibility, game rules and tournament policies, procedures and schedules. **It is a condition for participation in any MHSAA postseason tournaments that high schools adhere to at least the minimum standards of Regulation I and the maximum limitations of Regulation II in ALL MHSAA Tournament sports.**

Michigan High School Athletic Association tournaments are the collective property of the MHSAA and not of any individual member school. The MHSAA reserves the right to promote and advance the membership's interests with publication information; exclusive arrangements to create recognition and exposure for school-sponsored activities; restrictive policies prohibiting exploitation and commercialization of MHSAA-sponsored tournaments; appropriate proprietary interests, and the use of images or transmissions identifying contest officials, spectators and member schools' students, personnel and marks.

To obtain membership, it is necessary for the Board of Education/Governing Body to adopt the following resolution for its junior high/middle and senior high schools. This resolution must be formally ratified by your Board of Education/Governing Body and properly signed. Please return one signed copy for our files and retain one copy for your files. Resolutions that are modified in any way or are supplemented with letters placing additional conditions on MHSAA membership or tournament participation shall be rejected.

MEMBERSHIP RESOLUTION

For the year August 1, 2023 — through July 31, 2024

LIST ON BACK

_____ the School(s) which are under the direction of this Board of Education/Governing Body.

(Junior high/middle and senior high schools of your school system which are to be listed as MHSAA members and receive MHSAA mailings during 2023-24 must be listed on the back of this form)

_____ City/Township of _____

County of _____, of State of Michigan, are hereby:

- (A) enrolled as members of the Michigan High School Athletic Association, Inc., a nonprofit association, and
- (B) are further enrolled to participate in the approved interschool athletic activities sponsored by said association.

The Board of Education/Governing Body hereby delegates to the Superintendent or his/her designee(s) the responsibility for the supervision and control of said activities, and hereby accepts the Constitution and By-Laws of said association and adopts as its own the rules, regulations and interpretations (as minimum standards), as published in the current *HANDBOOK* as the governing code under which the said school(s) shall conduct its program of interscholastic athletics and agrees to primary enforcement of said rules, regulations, interpretations and qualifications. In addition, it is hereby agreed that schools which host or participate in the association's meets and tournaments shall follow and enforce all tournament policies, procedures and schedules.

This authorization shall be effective from August 1, 2023 and shall remain effective until July 31, 2024, during which the authorization may not be revoked.

RECORD OF ADOPTION

The above resolution was adopted by the Board of Education/Governing Body of the

_____ School(s), on the _____ day of _____, 2023,
and is so recorded in the minutes of the meeting of the said Board/Governing Body.

(Governing Body Name)

(Address)

(City & Zip Code)

(Contact E-mail)

Board Secretary Signature
or Designee
 Check if Designee

Schools Which Are To Be MHSAA Members During 2023-24

NOTE: Pursuant to the MHSAA Constitution, all high schools, junior high/middle schools, or other schools of Michigan doing a grade of work corresponding to such schools, may become members of this organization provided (a) the school building has enrollment and onsite attendance of at least 15 students, whether for grades 6 through 8 or 9, grades 7 through 8 or 9, or grades 9 or 10 through 12; and (b) if a nonpublic school, the school qualifies for federal income tax exemption as a not-for-profit organization. To reach the 15-student minimum for middle school membership, schools may join the MHSAA at the 6th-grade level whether or not 6th-grade students participate in athletics.

- A. This Section does not require school districts to become member schools at the junior high/middle school level and does not require school districts to sponsor any interscholastic athletics for 6th-grade students.
- B. If a school district's MHSAA Membership Resolution lists a junior high/middle school as an MHSAA member school, and if the school sponsors a 6th-grade team in any sport or permits a 6th-grade student to participate with 7th- and/or 8th-grade students in any sport, then all of Regulations III and IV apply to all 6th-graders in all sports involving 6th-graders on teams sponsored by that school. If the school does not allow any 6th-graders to participate in a sport, MHSAA rules do not apply in that sport.

Name the Member High School(s)

List separately from JH/MS even if all grades are housed in the same building.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

If necessary, list additional schools for either column on a separate sheet.

Name the Member Junior High /Middle School(s)

(member 6th, 7th and 8th-grade buildings)

List separately from HS even if all grades are housed in the same building.

1. _____
 Name of Member School _____
 Configuration of grades in building (e.g. K-6, 6-8, 7-8, 7-9): _____
 Provide anticipated 2023-24 7th and 8th-grade enrollment _____
 Provide anticipated 2023-24 6th-grade enrollment _____
 Grade levels for membership: 6 7 8
 1. **Yes or No (circle one)** 6th-graders will be participating in at least one sport with 7th and 8th graders. If yes, and not housed in the same building, add the name of the building that houses 6th-graders on the line below.

2. _____
 Name of Member School _____
 Configuration of grades in building (e.g. K-6, 6-8, 7-8, 7-9): _____
 Provide anticipated 2023-24 7th and 8th-grade enrollment _____
 Provide anticipated 2023-24 6th-grade enrollment _____
 Grade levels for membership: 6 7 8
 1. **Yes or No (circle one)** 6th-graders will be participating in at least one sport with 7th and 8th graders. If yes, and not housed in the same building, add the name of the building that houses 6th-graders on the line below.

3. _____
 Name of Member School _____
 Configuration of grades in building (e.g. K-6, 6-8, 7-8, 7-9): _____
 Provide anticipated 2023-24 7th and 8th-grade enrollment _____
 Provide anticipated 2023-24 6th-grade enrollment _____
 Grade levels for membership: 6 7 8
 1. **Yes or No (circle one)** 6th-graders will be participating in at least one sport with 7th and 8th graders. If yes, and not housed in the same building, add the name of the building that houses 6th-graders on the line below.



***REPRESENTATIVE
COUNCIL MEETING
MAY 7-8, 2023***

ATTENTION! Please make copies of this and share with your Board of Education and staff. These minutes will be published on MHSAA.com. Unless otherwise indicated, changes made by the Representative Council take effect on Aug. 1, 2023.

MICHIGAN HIGH SCHOOL ATHLETIC ASSOCIATION, INC.

REPRESENTATIVE COUNCIL MEETING

Gaylord, May 7-8, 2023

Members Present:

Chris Adams, Camden
Eric Albright, Midland
Jay Alexander, Detroit
Judy Cox, Auburn
Scott Grimes, Grand Haven
Kris Isom, Adrian
Sean Jacques, Calumet
Jeff Kline, Mt. Morris
Jason Malloy, Westland
Vic Michaels, Detroit
Chris Miller, Gobles
Anna Rigby, Harbor Springs
Chris Riker, Portage
Meg Seng, Ann Arbor
Fred Smith, Bangor
Adam Stefanski, Boyne City
John Thompson, Brighton
Alex Tiseo, Marquette

Staff Members Present:

Tony Bihn
Brad Bush
Sam Davis
Andy Frushour
Dan Hutcheson
Cody Inglis
Geoff Kimmerly
Cole Malatinsky
Will McKoy
Andi Osters
Jon Ross
Mark Uyl (Recorder)
Jamie VanDerMoere
Kathy Westdorp
Paige Winne

Accounts of Meetings – Motion by Chris Miller, supported by Sean Jacques, to approve the minutes of the Representative Council meeting of March 24, 2023; the Executive Committee meeting minutes of March 23 and April 19, 2023; and the Upper Peninsula Athletic Committee meeting minutes of April 20, 2023. Adopted.

REPORTS

The following reports were provided to the Council.

Administration – MHSAA membership during the 2022-23 school year was 750 high schools and 767 junior high/middle schools as of April 1, 2023. This compares with 750 and 759, respectively, as of April 1, 2022. In addition, there were 63 elementary schools with 6th-grader participation.

As of April 19, 2023, there were 376 **cooperative program agreements** for high schools for 692 teams (a decrease of 2 programs and 1 team over the previous year). There were 110 cooperative program agreements for 376 teams for junior high/middle schools (an increase of 30 programs and 33 teams). The most frequent sports involved in cooperative programs at the high school level are (in order) ice hockey, girls and boys swimming & diving, boys lacrosse and girls softball. At the junior high/middle school level, the sports most frequently involved in cooperative programs are boys and girls track & field, football and boys and girls cross country.

There were 3 **eligibility advancement** applications received during the 2022-23 school year. This compares with 0 during 2021-22, 0 during 2020-21, 3 during 2019-20, 3 during 2018-19, 6 during 2017-18, 5 during 2016-17, 5 during 2015-16, 4 during 2014-15, 14 during 2013-14, 15 during 2012-13, 9 during 2011-12, 15 during 2010-11, 2009-10 and 2008-09, and 7 during 2007-08. The highest number of applications was 94 during the 1991-92 school year.

There were 127 **Educational Transfer Forms** processed for the 2022-23 school year through April 13, 2023. Other than 114 during the 2020-21 school year (which cannot be compared to previous years because of the COVID-19 pandemic), previous years' numbers were 153 for the 2021-22 school year, 213 for the 2019-20 school year, 215 for the 2018-19 school year, 219 for the 2017-18 school year, 237 for the 2016-17 school year and 266 for the 2015-16 school year. Public-to-public school transfers continue to be the most common (83), and the divorce exception (#8) is the most frequent reason (50) for the Educational Transfer Form to be used.

There were 54 "**Travel Forms for Out-of-State Practice**" filed during 2022-23, compared to 45 the year before. The highest number filed was 113 during the 2007-08 school year. The lowest was 40 during the 2003-04 school year. The requirement began in 1994-95. Staff will continue to monitor these numbers in light of the recent change that will allow teams on spring break to hold up to four scrimmages against other MHSAA member school teams.

A listing of **violations** by schools and officials between April 9, 2022 and April 8, 2023 indicated that the total number of violations for the year was much higher for schools than in any previous year since 2010-11. Staff reported an increase in the number of undue influence violations and significant penalties for schools and coaches in rules meetings and failure to attest to requirements.

Athletic Director In-Service and Update Meeting programs conducted by the MHSAA attracted more than 768 registrants in 2022-23. The schedule for the fall of 2023 in-person meetings was presented. Topics for those meetings were identified throughout this meeting. For the 13th year, two in-service programs for athletic department administrative assistants are being planned for September due to high interest in recent years.

The MHSAA **Coaches Advancement Program (CAP)** has already involved more than 2,000 participants in 2022-23, with over 1,400 registrations in CAP 1. CAP programs continue to be developed and held throughout the year, and include the added value benefits of insurance, *GamePlans* and SCECHs. This has been a successful year with many CAP programs held in many area high schools and at the MHSAA, as well as in Michigan colleges and universities. By the end of this year, individuals will have completed more than 38,000 Coaches Advancement Program levels since the start of the 2004-05 school year.

A brief update was given on concussion insurance claims, coaching compliance reports and concussion report data. Staff highlighted the benefits of the MHSAA-provided concussion insurance program, along with the data and challenges of getting 100% compliance from schools in reporting coaching requirement completion and concussions.

For the second consecutive year, **officials' registrations** increased. This year's increase was more than 300 officials from the previous low of 7,907 in 2020-21, caused by the lingering pandemic challenges in recruiting and retaining officials. A report on the new partnership with Ref Reps was provided which will give schools a turnkey curriculum program for officials' education. One of the reasons for registered officials leaving the game is the lack of sportsmanship from adults, coaches and spectators. This environment and culture within school sports must continue to be addressed.

Officials Reports for the spring 2022, fall 2022 and winter 2022-23 seasons were provided. The reports were broken down not only by sport but also by level: varsity, junior varsity, and sometimes also 9th-, 8th- and 7th-grade levels. The frequency of sportsmanship problems is statistically rare in sports conducted by MHSAA member schools when compared to other levels of non-school sports, but data was provided that shows trends and situations that must be addressed now. One positive data point again was that the number of “repeat offenders” of ejected coaches and players, who now must complete an online sportsmanship course before being eligible to return to competition, was extremely low which shows that this requirement is achieving the desired results.

Brief updates were given on the new AD Connection program, 5th quarter rule violations and student services from the 2022-23 school year along with plans and goals for next year and beyond.

National Federation of State High School Associations – Staff provided an update on the NFHS Network. As of April 20, there are 584 MHSAA member high schools in the NFHS Network. National issues regarding transgender policy, NIL, amateurism and current NCAA challenges were discussed, and Council members will continue to receive regular updates as these issues continue to evolve and develop which could impact school sports in Michigan.

Legislation – A brief report was provided that included that the current focus in the State Legislature is devoted to the budget process. The key issue for MHSAA member schools continues to be finding a solution for PA 184 that negatively impacts recent public-school retirees.

Litigation – An update was provided on current legal items that involve the association.

ONGOING BUSINESS

MHSAA Building Renovation Update – A brief report was given on the Phase I plans and timeline for renovating the public areas of the John E. Roberts office building. It is anticipated that the work will begin in the summer of 2023.

Winter Calendar Discussion – Staff presented possible calendar options for winter sports. Current concerns include the length of the winter sports season along with the late finish in March, which now impacts several schools and spring break. Council members provided good feedback and this topic will be a major focus of the fall Update tour in 2023.

Constituent Survey Results – Staff reported on results gleaned from two recent surveys. The first survey was of registered officials following both the fall and winter seasons for feedback and insights on the officiating experience during this school year. Those results are being used to improve support and service to officials next year and beyond. The second survey was a technology survey of schools in identifying what software programs are being used in terms of school grades, athletic scheduling, officiating scheduling, student data management and transportation. This data will also help staff provide better technology support and help for member school athletic departments.

Undue Influence & Links – Staff led a discussion on concerns of undue influence at the middle school and junior high level. Council members provided feedback and opinions on whether the links rule should be extended to 7th and 8th grade students. This issue will continue to be studied by staff.

Emerging Sports – Staff led a discussion on girls wrestling, along with emerging sports within the membership. Water polo will be a consideration by the Council in December for the 2024-25 school year. Boys volleyball data and progress will also be shared with the Council in December of 2023.

REGULATIONS

Regulations I through V of the *MHSAA Handbook* and their interpretations were submitted for review by the Representative Council.

Motion by Jason Malloy, supported by Kris Isom, to approve the consent package of miscellaneous changes for the purpose of organization, clarity or updating and to incorporate changes or interpretations previously adopted by the Representative Council. Adopted.

Regulation I, Section 10, Interpretation 108 – Motion by Jeff Kline, supported by Alex Tiseo, to approve the following:

108. It is a violation of the undue influence regulation if coaches or their representatives call, send questionnaires, cards, electronic messages, letters or connect (“follow”, “friend request”, direct message, etc.) with students on any social media platform which includes any public sites, private sites and direct messages of any kind with students either at another high school (once a student begins the 9th grade) or with any student who has not yet enrolled in a high school or participated in an athletic practice or competition as a high school student. It is also a violation of the undue influence regulation if coaches or their representatives visit prospective athletes and their families at their homes or other locations.

Adopted.

Regulation I, Section 1D – Motion by Jason Malloy, supported by Eric Albright to approve the following:

High schools or cooperative programs having a total enrollment of less than 100 in grades 9 to 12, inclusive, may allow participation, in all sports except football, ice hockey and wrestling, by students from the 8th grade of a member school of the same school system. High schools or cooperative programs with enrollments of less than 50 may allow participation by students from the 7th grade of a member school of the same school system. This must be indicated on the Master Eligibility List for the sport. Such students must meet the high school academic requirements in the previous and current academic term as they participate as a 7th or 8th-grade student and as they enter the 9th grade for the first time. See Interpretations 7, 8, 9, 81 and 270. Participation by 7th or 8th-graders under this section does not count as a high school academic term under the maximum enrollment or competition regulations (Sections 4 and 5). Sixth graders may not participate on high school teams regardless of the high school enrollment. Allow high schools with less than 125 students to request an Executive Committee waiver with cause and rationale to allow the use of 8th-grade students in all sports except football, ice hockey and wrestling. Schools with less than 75 students can make this same request with cause and rationale to use 7th and 8th-grade students in all sports except football, ice hockey and wrestling.

Adopted.

Regulation I, Section 9E – Motion by Eric Albright, supported by Fred Smith, to adopt the following:

~~Except as noted under circumstance five (5) of this Section, A student who changes schools and is ineligible under Section 9(A) and applicable Interpretations is ineligible to compete in the sport involved for the remainder of the current season and the next season in an inter-scholastic scrimmage or contest for the high school to which that student transferred if any one of the following circumstances existed during the previous 12 months:~~

This Section 9(E) applies only to students after enrollment in the 9th grade at any school (MHSAA member or non-member.)

Even if the student's circumstances subsequently satisfy one of the exceptions of Section 9(A) that would normally allow a transfer student immediate eligibility, the student shall remain ineligible pursuant to Section 9(B) at this MHSAA member school in the sport(s) involved. If one of the circumstances existed during the previous 12 months, the student will be ineligible in the sport involved even if an exception to the transfer rule is met.

Adopted.

Regulation I, Section 9, Interpretation 84 – Motion by Kris Isom, supported by John Thompson, to approve the following:

Eligibility for an international student under Exception 1, 2, 3, 5, 8, 12 or 13 is immediate and not time-limited under Interpretation 84(b) or level-limited under Interpretation 85. Interpretation 62 (residency) applies. An AISP student not enrolled in accord with Interpretation 62 (public school of residence or closest nonpublic or charter school of the host family) is subject to Interpretation 85, subvarsity eligibility after 90 scheduled school days. MHSAA staff may make individual determinations for exchange students placed through an AISP-approved program with host families that reside outside of the district of residency when the host family has students or extenuating circumstances that would require the exchange student to attend a school other than the one where they are placed.

Adopted.

Regulation I, Section 12, Interpretation 163 – Motion by Fred Smith, supported by Jeff Kline, to approve the following:

163. An "all-star" contest is one which is called "All-Star" and/or in which there is participation by one or more "all-star" teams. This interpretation does not apply to individual students in girls competitive cheer contests or sideline cheer contests provided the selection components of Interpretation 162 are complied with (e.g. the event is not called all-star and participants are not selected).

Adopted.

Regulation II, Section 3 – Coaches of Teams and Interpretation 182. Note that this same change is also made under the Junior High / Middle School section in Regulation IV, Section 3 – Motion by Kris Isom, supported by Jason Malloy, to approve the following:

SECTION 3—COACHES OF TEAMS SECTION 3 (A) – The person responsible for the immediate training or coaching of a secondary school athletic team SHOULD be a member of the regular teaching staff of the school district. If a non-faculty member is used (paid or volunteer), that person **should receive guidance, direction and training from the school district** must be registered by the school with the MHSAA through its website or on a form provided for that purpose BEFORE assuming any coaching duties. A non-faculty member coach must be at least eighteen (18) years of age and not a current high school student. Individuals paid, unpaid or volunteer are considered coaches. (Also see Regulation II, Section 8 for other coaching requirements).

Note: The Representative Council URGES that all schools strive to the standard that only qualified faculty members are used as head coaches of interscholastic athletic teams, and that all non-faculty coaches complete the MHSAA's Coaches Advancement Program (CAP) or equivalent program. It should be the goal of every member school to require coaching education for every coach, every year.

INTERPRETATIONS—SECTION 3

182. The **hiring or appointment of a non-faculty coach by a school district** registration of a non-faculty member under the requirements of this Regulation in no sense constitutes certification for teaching or coaching.

Adopted.

Regulation II, Section 6(A-C) and Interpretations 193, 194 and 196 – Contests with out-of-state schools. – Motion by Chris Miller, supported by Jason Malloy, to approve the following:

SECTION 6(A) – Requirements for MHSAA Sanctioning No MHSAA member school may participate in competition in an interscholastic scrimmage or contest at a site where a school from another state or country is competing UNLESS all of the following apply:

1. All teams present are bona fide school teams,
2. All schools and teams are in good standing with their respective National Federation member high school association (if eligible),
3. All National Federation* (see below) sanctioning requirements are fulfilled, if applicable, and
4. There is compliance with MHSAA travel limitations. The event is located in Illinois, Indiana, Ohio, Minnesota, Wisconsin or Ontario. ~~or outside of these border state areas but within 600 drivable miles round-trip for the MHSAA member school.~~

SECTION 6(B) – BORDERING STATES – The approval of the MHSAA and each state high school association involved is required for any event (meet, tournament or showcase) conducted in ~~and involving schools exclusively from~~ Michigan, Illinois, Indiana, Minnesota, Ohio, Wisconsin and Ontario UNLESS the competition involves only MHSAA schools and schools from just one of the following: Illinois, Indiana, Minnesota, Ohio, Wisconsin and Ontario. National Federation* (see below) sanctioning is required regardless of the number of schools and states involved, if the event is sponsored or co-sponsored or titled or co-titled in the name of an outside organization or individual (see Section 6[A]).

SECTION 6(C) – OUT-OF-STATE PRACTICES – Schools which desire to conduct practice sessions outside of a border state ~~out of state at a site more than 600 drivable miles round-trip from their location~~ must complete and submit to the MHSAA office the “Travel Form for Out-Of-State Practice” at least 30 calendar days in advance of departure (see MHSAA.com, “Schools/Forms & Resources”). No competition (scrimmage or contest against another team) is allowed except that in spring sports, two or more MHSAA member schools which have submitted the MHSAA Out-of-State Travel Form may scrimmage or hold joint practices with other MHSAA member schools up to the maximum of four allowed scrimmage dates in that sport. These days shall count in the total of four allowed for the season. Regulation II, Section 11 (B) and applicable interpretations regarding scrimmages shall apply. Dates of competition may not be converted to scrimmages as permitted under this allowance. No more than four dates will be allowed while operating under the out-of-state travel form allowance.

193. TRAVEL LIMITATIONS

- a. Except as permitted under Section 6(C) Out-of-State Practices, no member school shall compete in any interstate meet, contest or scrimmage which involves travel outside a border state. ~~or more than 600 drivable miles round-trip for any participating team.~~
- ~~b. Schools are prohibited from participating in two team competition at multi-school inter-state events where any team involved in any contest of the event must travel more than 600 drivable miles round-trip.~~
- b. For competition involving schools exclusively from and occurring within Michigan, Indiana, Illinois, Minnesota, Ohio, Wisconsin and Ontario ~~or outside of these border state areas but within 600 drivable miles round-trip for the MHSAA member school.~~ MHSAA member schools may compete, regardless of the travel distance for any participating team.

~~194. For the purposes of this Section, drivable miles are to be determined from the location of each team (school) to the site of the competition (not the location of the opposing school and not the state's border).~~

196. When a school-sponsored team, or group of students which resembles the school team, intends to conduct practice sessions outside of a border state area ~~out of state at a site more than 600 drivable miles round-trip from that school,~~ a Travel Form for Out-of-State Practice is required. For the purpose of this Section, it shall be considered a practice for a school team if a school coach in that sport is present with any number of players from that school's team, other than his/her family members.

Adopted.

Regulation II, Section 11(H) 2 a – Motion by Chris Miller, supported by Fred Smith, to approve the following:

2. These limitations out of season apply to COACHES:
 - a. Outside the school season during the school year (from ~~Monday the week of Aug. 15~~ the first day of Fall practice in August through the Sunday after Memorial Day observed), school coaches are prohibited from providing coaching at any one time to more than four students in grades 7-12 of the district or cooperative program for which they coach.

Adopted.

Regulation II, Section 11(H) 4 – Motion by Vic Michaels, supported by Adam Stefanski, to approve the following:

4. Except as limited by 2b (3) and (4) preceding, school-sponsored “open-gyms” or “after school” activities are permitted in the school district’s facilities out of season if they are voluntary and not part of the team selection process and adhere to these principles:
 - a. Diversity of students – open to all students of that school (it is not required that an open gym be open to the general public). **A school-sponsored open gym may only include students from that school. High school open gyms may only include high school students participating with and against other high school students of the same school. Middle school/junior high open gyms may only include middle school/junior high students of the same school.**
 - b. Student-conducted – students choose from offered activities. Any coach of a sport under MHSAA jurisdiction who is present shall not coach, instruct, critique, direct, evaluate or participate in a sport he/she coaches.
 - c. Recreational emphasis – not an organized program of instruction and/or competition. There must not be any organized drills, practice structure and no instruction regarding offensive or defensive schemes by any person, including team captains and parents.

Adopted.

Regulation IV, Section 3(B) – Motion by John Thompson, supported by Chris Miller, to approve the following:

New SECTION 3 (B) –

Junior High/middle schools must attest by each season’s established deadline that all head coaches at all levels of each junior high/middle school team have a valid current Cardio-pulmonary Resuscitation (CPR) certification. This will ensure that beginning in the 2024-25 school year, each team generally has one coach present who is CPR certified. The requirement for junior high/middle school head coaches takes effect August 1, 2024. The established deadline shall be the latest date set for the completion of the MHSAA rules meeting for the sport. A person who is head coach for more than one sport during the school year must meet the deadline for the first of those sports. It is expected that schools will impose the penalty of Regulation II, Section 8(B) to junior high/middle school head coaches who do not meet this requirement.

Adopted.

Regulation V, Section 3(C) – Motion by Jason Malloy, supported by Jay Alexander, to approve the following:

New SECTION 3(C) –

When a contest ends prematurely because of breakdown of proper sportsmanship and whether or not on-site officials forfeit the contest to one team, one or both schools may be subjected to any or all, but not limited to, the following: censure, probation with competition, probation without competition, forfeiture, loss of privilege of revenue sharing, expulsion. In addition, it may be required of one or both schools that their coaches and administrators appear before the Executive Committee to indicate why additional action should not be taken.

When video exists, MHSAA staff may review a bench-clearing situation or incidents where team members enter the area of competition during an altercation (court, field, mat, etc.). Identified individuals (team members, coaches, other staff) that enter these areas to participate or engage in such an altercation may be assessed additional penalties by MHSAA staff (ejections/suspensions) based on the video evidence in light of published MHSAA Due Process procedures.

Adopted.

CLASSIFICATION

The Summary of MHSAA Tournament Classification for 2023-24 was provided to Council members. The proposal from the committee was addressed in the regulation changes portion of the agenda.

Discussion also took place on MHSAA Handbook Regulation I, Section 9, Interpretations 61 and 62. The issue centered on multi-high school districts that have both boundary and non-boundary schools in determining eligibility for transfer students. An ad-hoc group of Council members and staff will be formed soon to further discuss and study this issue.

JUNIOR HIGH/MIDDLE SCHOOLS

Motion by Vic Michaels supported by Chris Miller, to approve the Junior High/Middle School Committee recommendation to extend the zone events in cross country and track & field beyond the two-year pilot program timeframe. Note that the original request of the Representative Council was for a two-year pilot program experiment with these activities. With the second pilot program year coming to a close, the current request is to make offering these activities permanent in cross country and track & field along with expansion to two sites per zone with each site hosting a large-school (boys and girls division) and a small-school (boys and girls division) grouping. Division assignments would be based on the high school enrollment connected to that junior high / middle school. (e.g. D1 & D2 large schools, D3 & D4 small schools). Adopted.

OFFICIALS

Motion by Chris Adams, supported by Kris Isom, to approve the Officials Review Committee recommendation to adjust the minimum requirements for postseason consideration in selected sports. Changes include reducing the minimum required number of ratings in wrestling from 100 to 75, requiring competitive cheer judges be members in good standing of a Local Approved Association and reducing the minimum number of regular season games required to officiate in soccer from 10 to five. Adopted.

Motion by Vic Michaels, supported by Meg Seng, to approve the Officials Review Committee recommendation to increase the minimum amount paid when an official arrives on site before receiving notice that a contest has been canceled due to an act of God from 1/3 of the contract fee to 1/2 of the contract fee. Adopted.

Motion by Jay Alexander, supported by Jeff Kline, to approve the recommendation to revise the criminal history background check process for the 2023-24 registration year. This change reflects best current practices as this process has been ongoing since the 2004-05 registration cycle. Adopted.

SPORTS MEDICINE ADVISORY COMMITTEE

Motion by John Thompson, supported by Chris Miller, to approve the Sports Medicine Advisory Committee recommendation to require middle schools to attest, by each season's established deadline, that their middle school head coaches have a valid, current Cardiopulmonary Resuscitation (CPR) certification. This will ensure that each team at the middle school level has at least one coach at each level present who is CPR certified. This change would be effective with the 2024-25 school year. Adopted.

The Council was provided a report on emergency action plans which will be an area of focus during the fall Update tour program with a possible requirement coming back to the Council at a future meeting.

COMMITTEES

In early May, the Council was supplied with a description of MHSAA committees, a review of the committee appointment procedures adopted by the Representative Council, a list of those who had identified themselves as candidates for committees in 2023-24, and a list of schools not represented on any committees for the past five years. Council members were encouraged to submit nominations for committees, making special efforts to provide nominations from superintendents, principals, small schools, females and minorities, and any school that has not been represented in recent years. The staff will compile the suggestions and submit them to the Executive Committee for review and appointment.

Names of committee members selected to serve during the 2023-24 school year will be published in *benchmarks*. The only exceptions are those committees involving the selection of tournament officials and award recipients. Some committees were identified as having converted to online and email or conference call formats.

SPORTS ACTIVITIES

Baseball – Motion by Vic Michaels, supported by Kris Isom, to not approve the Baseball Committee recommendation to require all schools to submit information at MHSAA.com by Noon the day after each game that includes the names of all individuals that pitched the previous day along with the number of pitches thrown in that game or those games starting with the 2024 season. Adopted (no change).

Motion by Jason Malloy, supported by Chris Adams, to approve the Baseball Committee recommendation to require that the trophy presentation for the Regional Champions be done at the conclusion of the quarterfinal game. Both teams will be presented with their championship trophies at the conclusion of the competition for the day. The quarterfinal losing team will be presented first, followed by the quarterfinal winning team. This would be effective immediately for 2023. Adopted.

Basketball – Motion by Fred Smith, supported by Alex Tiseo, to not approve the Basketball Committee recommendation to restructure the District and Regional basketball tournament pairings using MPR to rank teams in balanced Regionals, with the purpose of ensuring the top-seeded teams meet in the Regional Finals. Adopted (no change).

Staff also provided data from the 2023 MHSAA Girls and Boys Semifinals and Finals (24 total games) of possession and times shots were taken to better assess the future need for a shot clock. It was noted that the average offensive possession time before a shot was taken during these 24 games was 13.5 seconds.

Bowling – Motion by Kris Isom, supported by Jason Malloy, to approve the Bowling Committee recommendation to adjust the MHSAA calendar to allow for common UP and LP start date for the bowling season: (1) move the LP practice start date to match the earlier UP practice start date, and (2) move the LP competition start date to match the earlier UP date. Adopted.

Motion by Adam Stefanski, supported by Jason Malloy, to approve the Bowling Committee recommendation to expand the MHSAA bowling tournament format to 8 regions in each of the 4 Divisions, with the top 2 teams and top 7 individuals per gender advancing to the Finals. Adopted.

Motion by Chris Miller, supported by Fred Smith, to change the MHSAA Team Finals match-play to a head-to-head, best-of-five Baker game format. Adopted.

Motion by Fred Smith, supported by Vic Michaels, to approve the Bowling Committee recommendation to adopt the Phantom II oil pattern for MHSAA tournament competition. Adopted.

Girls Competitive Cheer – Motion by Jeff Kline, supported by Jay Alexander, to approve the Competitive Cheer Committee recommendation to expand the restricted period in girls competitive cheer to start at the end of winter sports (current policy) until the Monday following Memorial Day instead of the 3rd Saturday in June. Adopted

Motion by Chris Adams, supported by Jason Malloy, to approve the Competitive Cheer Committee recommendation to delay the starting date for girls competitive cheer by one week, reducing the length of the season by one week to provide a gap between sideline cheerleading and girls competitive cheer. Practice would be allowed to commence two Mondays before Thanksgiving rather than three Mondays before Thanksgiving. The Finals dates would remain the same. This would begin in 2024-25. Adopted.

Cross Country / Track & Field – Motion by Fred Smith, supported by Sean Jacques, to approve the Track and Field Committee recommendation to eliminate the MHSAA rule adaptation in Cross Country and Track & Field that the only head attire that may be worn during competition will be a knit stocking cap, sweatband, ski band, hats with bills (baseball style) or the hood of a one-piece uniform. Adopted.

Motion by Fred Smith, supported by Sean Jacques, to approve the Track and Field Committee recommendation to eliminate the MHSAA rule adaptation in Cross Country and Track & Field that competitors may not wear temporary body adornment (painted or fastened) during competition. Adopted.

Football – Motion by Fred Smith, supported by Jason Malloy, to not approve the Football Committee recommendations to move the deadline for coaches to complete the online football rules meeting to before the first contest of the football season. Adopted (no change).

Motion by Alex Tiseo, supported by Eric Albright, to not approve the Football Committee recommendation to expand the use of the “5-quarter rule” to exempt special teams plays (kickoffs and scrimmage kick plays) from the application of the rule at the varsity level. A down in which the offensive team is in a scrimmage kick formation or a free kick occurs does not count in the quarter limitation. Adopted (no change).

Motion by Kris Isom, supported by Fred Smith, to not approve the Football Committee recommendation to seed playoff Regions instead of Districts. Districts would be formatted 1 v 8 and 4 v 5 on one side of the bracket, with 2 v 7 and 3 v 6 on the other side of the Region bracket. Adopted (no change).

Football Playoffs – An extensive discussion took place on the current MHSAA Football Playoff format (Strength of Schedule qualification), and the Council looked at the details of alternate approaches that included almost all schools “in” the tournament, a model where the MHSAA establishes regular season scheduling groups or pods and a new concept of a “Hybrid 48”. The feedback received from Council members will help fine-tune these options and approaches for school review and input during the fall 2023 tour. The Football Committee will meet prior to December of 2023 so an update can be provided to Council prior to the December meeting.

Discussion also centered on small-school issues for 11-player teams, along with concerns in 8-player football with the enrollment cap and current divisions.

Golf – Motion by Kris Isom, supported by Chris Miller, to approve the Golf Committee recommendations to require student-athletes to participate in at least four (4) varsity competitions (9- or 18-hole events) prior to representing their school in the MHSAA Golf Tournament. Adopted.

Girls Gymnastics – Motion by Vic Michaels, supported by John Thompson, to approve the Girls Gymnastics Committee recommendation to include Xcel levels Sapphire and Diamond be a part of the divisional structure criteria. The policy would read as follows: A gymnast who has EVER competed in a non-school competition at the USAG level or above, USAIGC Intermediate Optional Level, USAIGC Open Optional Level or Y Program at Level 8, AAU-Michigan qualifying meet judges at Level I or competed at AAU Xcel Sapphire level OR a gymnast who has competed in USAG Optional 7 or USAIGC Developmental Optional Level or AAU Xcel Diamond level or Level 7 equivalent Y program since January 1, 2021. Adopted.

Softball – Motion by Jay Alexander, supported by Fred Smith, to not approve the Softball Committee recommendation that beginning with the 2023-24 softball season, require all regular season and post-season contests to use the double first base. NFHS Rule 1-2 Note stipulates that the base be a one- or two-piece unit, 15 inches by 30 inches and manufactured to be of equal height. The base in foul territory shall be a color other than white. Adopted (no change).

Swimming & Diving – Motion by John Thompson, supported by Chris Miller, to approve the Swimming & Diving Committee recommendation requiring the following set of breaks to be taken at MHSAA Swimming & Diving Championship preliminary and final rounds:

Friday - Preliminary Breaks:

- 10 minutes between the 200 Medley Relay and 200 Freestyle
- 15 minutes between the 50 Freestyle and 100 Butterfly
- 10 minutes between the 200 Freestyle Relay and the 100 Backstroke

Saturday - Final Breaks:

- 10 minutes between the 200 Medley Relay and 200 Freestyle
- 15 minutes between the conclusion of Diving and the 100 Butterfly
- 10 minutes between the 200 Freestyle Relay and the 100 Backstroke

Adopted.

Motion by Eric Albright, supported by Judy Cox, to approve the staff recommendation to adjust qualifying time calculation to increase participation and field size across all three divisions for boys and girls swim Finals. Adopted.

Tennis – Motion by Jeff Kline, supported by Vic Michaels, to approve the Tennis Committee recommendation to allow Regional #1 Doubles Finalists to Qualify for the State Finals. The #1 Doubles Finalists on a non-qualifying team may advance to the State Finals if their team's #1 Singles player also qualifies: Adopted.

Girls Volleyball – Motion by Kris Isom, supported by Eric Albright, to approve the Volleyball Committee recommendation to separate the top two seeds in each district using the Michigan Power Rating formula (MPR), mirroring the draw model currently used in Boys and Girls Basketball starting with the 2024-25 season. Adopted.

Motion by Fred Smith, supported by Kris Isom, to approve the Volleyball Committee recommendation to permit the Michigan Interscholastic Volleyball Coaches Association a 3-minute on-court presentation for the Miss Volleyball recipient during the MHSAA Division 1 Championship, to be conducted between the 2nd and 3rd sets of that match. Adopted.

Wrestling – Motion by Jason Malloy, supported by Chris Miller, to approve the Wrestling Committee recommendation to allow two additional dual meet competitions to be added to the wrestling contest dates. Adopted.

Staff provided an overview of next steps for girls wrestling in terms of MHSAA championships being awarded in light of what is done in other dual gender sports. More information will be provided to the Council at future meetings.

OPERATIONS

Calendar – Motion by Fred Smith, supported by Chris Miller, to approve the Quick Reference Calendars for the 2023-24 and 2024-25 school years, as well as the seven-year calendar of MHSAA events, reflecting changes required by other Representative Council action. Adopted. It was noted that in the 2023-24 and 2024-25 school years, the Boys and Girls Basketball Tournament dates will switch (the boys will play before the girls).

Meeting Expenses – Meeting expenses for this meeting were approved for the specified hotel rate, the IRS-stipulated amounts for meals, and a 40¢ per mile mileage allowance, round trip.

Future Meetings – The next meeting of the Representative Council is Dec. 1, 2023, at the Jack Roberts Building in East Lansing. The March meeting of the Representative Council will be the morning of Friday, March 22, 2024, in East Lansing. The May meeting of the Council will be Sunday and Monday, May 5 and 6, 2024.

Budget – In taking a view of MHSAA finances over the past two years, the association has done a good job in managing and rebuilding the association's financial position. The MHSAA has experienced excellent budget performance in 2021-22 and again in 2022-23 with reserves being returned to pre-pandemic levels.

The 2023-24 budget does not include any ticket price increases but does include capital improvement funds for the MHSAA building "refresh" project. Money has been allocated for an additional staff position along with funds for the new AD Connection program. While the 2023-24 budget does not include increases in host school shares or officiating tournament fees, study and discussion is ongoing for anticipated increases in both these areas for 2024-25. The presented budget included revenue of \$13,604,550 and expenses of \$13,333,478 for an anticipated budget surplus of \$271,072.

Motion by Kris Isom, supported by John Thompson, to approve the 2023-24 budget. Adopted.

Lincoln Consolidated Schools
Explanatory Notes for Final 22/23 Budget
For the Year Ending June 30, 2023

Revenues

- Property tax revenue** - Small change based on property tax adjustments
- Local sources** - Large increase in interest revenue

- State sources**
 - Recognition of the 147c2 (\$2.3 million)
 - Decrease of 31aa grant that was not spent (\$334,120)
 - Decrease of 97 security grant not used (\$412,463)
 - Adjustment for At-risk expenditures (\$40k)
 - Recognize adjustment for special education adjustment (\$312k)

- Interdistrict sources**
 - Reduction in GSRP grant based on adjustment from ISD (\$127k)
 - Adjustment to E-rate funding and ACT 18 millage (\$100k)

- Federal sources**
 - Decrease in recognition of Title grants (\$120k)
 - Decrease in grant for district iPads (\$27k)
 - Increase in 98c (\$45k)

Expenditures

- Payroll Costs**
 - Reduction in vacant positions, terminations, new hires (\$179k (mainly instruction and added needs)
 - Reduction in budgeted insurance costs (\$70k) (all areas)
 - Increase in retirement costs for 147c2 grant (\$2.3 million) spread through most line items

- Non-payroll**
 - Increase in sub costs based on usage (\$270k) (mainly instruction and added needs)
 - Decrease in curriculum for budget not used (\$270k) (Instructional support)
 - Decrease in security grant (\$412,463) (Central services)
 - Reduction in budget not spent on staff computers and server (\$160k) (Central Services)

LINCOLN CONSOLIDATED SCHOOLS
A Resolution of the Lincoln Consolidated Board of Education
GENERAL FUND - FISCAL YEAR 2022-23

RESOLVED, that this resolution shall be the general appropriations act of the Lincoln Consolidated School District for Fiscal Year 2022-2023: A resolution to make appropriations; and to provide for the disposition of all income received by the Lincoln Consolidated School District.

BE IT FURTHER RESOLVED, that the total revenue, including a tax levy of 18.0 mills, and unappropriated fund balance be available for appropriations in the GENERAL EDUCATION FUND of Lincoln Consolidated School District for the fiscal year 2022-23 as follows

	Projected BUDGET				
	Original Approved Budget with Audited 2021 Beginning Fund Balance	Budget after First Amendment November 2021	Budget after Second Amendment April 2022	Final 22/23 Budget Change June 26, 2023	Final 22/23 Budget Amendment June 26, 2023
REVENUE:					
Local	\$ 5,306,011	5,551,988	5,606,488	50,812	5,657,300
State	35,616,232	36,185,901	37,772,179	1,927,681	39,699,860
Federal	7,073,420	6,650,580	7,108,654	(135,819)	6,972,835
Incoming Transfers and Other Transactions	8,045,000	8,711,921	8,919,776	(234,805)	8,684,971
Fund Modifications	37,000	37,000	37,000	-	37,000
TOTAL REVENUE AND INCOMING TRANSFERS	56,077,663	57,137,390	59,444,097	1,607,869	61,051,966
FUND BALANCE AS OF JULY 1ST	8,306,402	8,306,402	8,306,402	-	8,306,402
Less Designated Fund Balance	-	-	-	-	-
FUND BALANCE AVAILABLE TO APPROPRIATE	8,306,402	8,306,402	8,306,402	-	8,306,402
TOTAL AMOUNT AVAILABLE TO APPROPRIATE	64,384,065	65,443,792	67,750,499	1,607,869	69,358,368

BE IT FURTHER RESOLVED, that \$56,321,637 of the total available to appropriate in the GENERAL EDUCATION FUND is hereby appropriated in the amounts and for the purposes set forth below:

EXPENDITURES:

Instruction:					
Basic Programs	24,456,082	24,387,203	24,350,844	1,505,805	25,856,649
Added Needs	9,087,718	8,872,704	9,108,164	(310,168)	8,797,996
Support Services:					
Student services	5,488,023	5,525,382	5,559,872	(46,811)	5,513,061
Instructional support	1,713,589	1,856,193	2,094,022	(201,736)	1,892,286
Business/Fiscal administration	961,765	966,547	966,547	14,900	981,447
General administration	568,815	665,748	670,751	56,418	727,169
Principal administration	2,189,638	2,236,803	2,263,810	236,872	2,500,682
Central (services/information management)	2,222,558	2,813,109	2,926,319	(490,100)	2,436,219
Operations and maintenance	4,302,009	4,800,657	5,195,711	70,650	5,266,361
Transportation	3,910,026	4,018,001	3,948,052	100,304	4,048,356
Athletics	986,769	1,104,583	1,104,584	99,182	1,203,766
Community Services	105,179	127,529	146,581	174	146,755
Debt Service	48,849	48,449	48,448	-	48,449
TOTAL EXPENDITURES	56,041,020	57,422,908	58,383,705	1,035,490	59,419,196
Outgoing Transfers and Other Transactions	2,000	2,000	2,000	-	2,000
TOTAL APPROPRIATED	56,043,020	57,424,908	58,385,705	1,035,490	59,421,196
Excess Revenues Over (Under) Expenditures	34,643	(287,518)	1,058,392	572,379	1,630,770
Beginning Fund Balance	8,306,402	8,306,402	8,306,402	-	8,306,402
Projected Ending Fund Balance	8,341,045	8,018,884	9,364,794	572,379	9,937,172

The non-homestead millage of 18 mills is a subject of the budget hearing and related board action.

I certify that the foregoing resolution was duly adopted by the LINCOLN CONSOLIDATED SCHOOL DISTRICT Board of Directors at a properly noticed open meeting held on the 26th day of June, 2023, at which meeting a quorum was present.

By: _____
Allison Sparks, Secretary
Lincoln Board of Education

**Lincoln Consolidated Schools
Community Education Fund
For the Year Ending June 30, 2023**

Revenue

- Overall revenue was pretty consistent from the prior year. An increase in interest revenue and State revenue is the main change in the community education fund.
- An increase in LAB revenue is due track meet revenue coming in significantly higher than expected and concessions starting this year.
- Indoor turf revenue in the LAB is lower than budgeted as the contract between Total Sports and the District changed after the original budget was completed. The District did not have to pay out \$60,000 for their services, but also charged a lower rate to rent the turf. Overall, net income from this rental was higher.
- Baseball/softball rental in the LAB that was originally budgeted for did not happen due to field issues.

Expenditures

- Activities in the LAB caused salaries and benefits to be higher than expected.
- Contracted services cost increased during the year due to an increase in custodial presence needed and the contracted HVAC service that was entered into after the year started.
- Concessions started this year and did have an offsetting revenue
- Equipment purchases during the year that were not budgeted for included the new fitness equipment, bleachers, and sportcourt for volleyball.

**General Appropriations Resolution
For Adoption by the Board of Education
Lincoln Consolidated School District
Community Service Fund Proposed Budget for the 22/23 Fiscal Year**

RESOLVED, that this resolution shall be the general appropriations of the Lincoln Consolidated School District for the fiscal year 2022-2023: A resolution to make appropriations; and to provide for the disposition of all income received by the Lincoln Consolidated School District,

BE IT FURTHER RESOLVED, that the total revenue and unappropriated fund balance be available for appropriations in the COMMUNITY SERVICE FUND of the Lincoln Consolidated School District for the fiscal year 2022-2023 as follows:

REVENUE:	Original Budget	Amendment	Final Amended
Local Revenue	\$ 926,189	\$ 46,297	\$ 972,486
State Revenue	-	-	-
Federal Revenue	-	-	-
Incoming Transfers & Other Transactions	-	-	-
TOTAL REVENUE AND INCOMING TRANSFERS	926,189	\$ 46,297	972,486
FUND BALANCE AS OF JULY 1ST	380,281		380,281
Less Appropriated Fund Balance	-		-
FUND BALANCE AVAILABLE TO APPROPRIATE	380,281		380,281
TOTAL AMOUNT AVAILABLE TO APPROPRIATE	\$ 1,306,470		\$ 1,352,767

BE IT FURTHER RESOLVED, that \$788,697 of the total available to appropriate in the COMMUNITY SERVICE FUND is hereby appropriated in the amounts and for the purposes set forth below:

EXPENDITURES:	Original Budget	Amendment	Final Amended
Salaries	\$ 227,337	\$ (18,178)	\$ 209,159
Benefits	109,991	(4,696)	105,295
Purchased services	103,750	27,950	131,700
Operations	184,500	52,478	236,978
Capital outlay/equipment	41,537	57,028	98,565
TOTAL EXPENDITURES	667,115	114,582	781,697
Outgoing Transfers/Fund Modifications	7,000	-	7,000
TOTAL APPROPRIATED	674,115		788,697
FUND BALANCE - Non-Spendable	-		-
FUND BALANCE - Restricted	632,355		564,070
TOTAL FUND BALANCE ENDING JUNE 30th	\$ 632,355		\$ 564,070

I certify that the foregoing resolution was duly adopted by the LINCOLN CONSOLIDATED SCHOOL DISTRICT Board of Directors at a properly noticed open meeting held on the 26th day of June, 2023, at which meeting a quorum was present.

By: _____
Allison Sparks, Secretary
Lincoln Board of Education

**Lincoln Consolidated Schools
Explanatory Notes for Budget Amendment
Food Service Fund for June 30, 2023**

Revenue - Explanation of Changes

- Changes to federal revenue due to supply chain assistance grants, interest revenue, state aid

Expenditures - Explanation of Changes

- **Operations/maintenance** - Budgeted maintenance costs and additional food costs not spent.
- **Management services** - estimated change in costs of the food service contract based on most recent participation.
- **Capital outlay** - Outside of the warmers that were purchased, no other capital out needed. Budgeted funds not needed.

**General Appropriations Resolution
For Adoption by the Board of Education
Lincoln Consolidated School District
Food Service Fund Final Budget for the 22/23 Fiscal Year**

RESOLVED, that this resolution shall be the general appropriations of the Lincoln Consolidated School District for the fiscal year 2022-2023: A resolution to make appropriations; and to provide for the disposition of all income received by the Lincoln Consolidated School District,

BE IT FURTHER RESOLVED, that the total revenue and unappropriated fund balance be available for appropriations in the FOOD SERVICE FUND of the Lincoln Consolidated School District for the fiscal year 2022-2023 as follows:

REVENUE:	<u>Original Budget</u>	<u>Amendment</u>	<u>Final Budget</u>
Local Revenue	\$ 54,000	\$ 6,100	\$ 60,100
State Revenue	39,000	38,108	77,108
Federal Revenue	1,405,000	149,734	1,554,734
Incoming Transfers & Other Transactions	<u>2,000</u>	<u>-</u>	<u>2,000</u>
TOTAL REVENUE AND INCOMING TRANSFERS	<u>1,500,000</u>	<u>193,942</u>	<u>1,693,942</u>
FUND BALANCE AS OF JULY 1ST	897,122		897,122
Less Appropriated Fund Balance	<u>-</u>		<u>-</u>
FUND BALANCE AVAILABLE TO APPROPRIATE	<u>897,122</u>		<u>897,122</u>
TOTAL AMOUNT AVAILABLE TO APPROPRIATE	<u>\$ 2,397,122</u>		<u>\$ 2,591,064</u>

BE IT FURTHER RESOLVED, that \$1,721,639 of the total available to appropriate in the FOOD SERVICE FUND is hereby appropriated in the amounts and for the purposes set forth below:

EXPENDITURES:	<u>Original</u>	<u>Amendment</u>	<u>Final Budget</u>
Pupil Support	\$ 92,225	\$ 10,525	\$ 102,750
Operations/Maintenance	144,000	(57,500)	86,500
Management services	1,400,000	61,289	1,461,289
Capital outlay	<u>115,000</u>	<u>(43,900)</u>	<u>71,100</u>
TOTAL EXPENDITURES	<u>1,751,225</u>	<u>(29,586)</u>	<u>1,721,639</u>
Outgoing Transfers/Fund Modifications	30,000	-	30,000
TOTAL APPROPRIATED	<u>1,781,225</u>	<u>(59,172)</u>	<u>1,751,639</u>
FUND BALANCE - Non-Spendable	-		-
FUND BALANCE - Restricted	<u>615,897</u>		<u>839,425</u>
TOTAL FUND BALANCE ENDING JUNE 30th	<u>\$ 615,897</u>		<u>\$ 839,425</u>

I certify that the foregoing resolution was duly adopted by the LINCOLN CONSOLIDATED SCHOOL DISTRICT Board of Directors at a properly noticed open meeting held on the 26th day of June, 2023, at which meeting a quorum was present.

By: _____
Allison Sparks, Secretary
Lincoln Board of Education

Lincoln Consolidated Schools
Explanatory Notes for the Activity/Student Services Custodial Fund
For the Year Ending June 30, 2023

Revenues

- The revenue reported in this special revenue fund is actually money held by student groups that the District is required to show as a governmental fund. As there are about 100 student groups, it is impossible to provide an accurate estimate of what the income for the year will be. The original budget was determined using historical data. The amendment is based more on actual income with an estimated amount of income for the remainder of the year.

Expenditures

- The expenditures reported in this special revenue fund is actually use of money held by student groups that the District is required to show as a governmental fund. As there are about 100 student groups, it is impossible to provide an accurate estimate of what the expenditures for the year will be. The original budget was determined using historical data. The amendment is based more on actual usage with an estimated amount of expenditures for the remainder of the year.

**General Appropriations Resolution
For Adoption by the Board of Education
Lincoln Consolidated School District
Activity/Student Services Custodial Fund Final Budget for the 22/23 Fiscal Year**

RESOLVED, that this resolution shall be the general appropriations of the Lincoln Consolidated School District for the fiscal year 2022-2023: A resolution to make appropriations; and to provide for the disposition of all income received by the Lincoln Consolidated School District,

BE IT FURTHER RESOLVED, that the total revenue and unappropriated fund balance be available for appropriations in the Activity/Student Services Custodial Fund of the Lincoln Consolidated School District for the fiscal year 2022-23 as follows:

REVENUE:	<u>Original</u>	<u>Amendment</u>	<u>Final</u>
Local Revenue	\$ 345,000	\$ 109,172	\$ 454,172
	<hr/>	<hr/>	<hr/>
TOTAL REVENUE AND INCOMING TRANSFERS	345,000	109,172	454,172
	<hr/>	<hr/>	<hr/>
FUND BALANCE AS OF JULY 1ST	542,194		542,194
Less Appropriated Fund Balance	-		-
FUND BALANCE AVAILABLE TO APPROPRIATE	542,194		542,194
	<hr/>		<hr/>
TOTAL AMOUNT AVAILABLE TO APPROPRIATE	\$ 887,194		\$ 996,366
	<hr/> <hr/>		<hr/> <hr/>

BE IT FURTHER RESOLVED, that \$437,670 of the total available to appropriate in the Activity/Student Services Custodial Fund is hereby appropriated in the amounts and for the purposes set forth below:

EXPENDITURES:	<u>Original</u>	<u>Amendment</u>	<u>Final</u>
Custodial Expenses	\$ 345,000	\$ 92,670	\$ 437,670
	<hr/>	<hr/>	<hr/>
TOTAL EXPENDITURES	345,000		437,670
	<hr/>		<hr/>
FUND BALANCE - Non-Spendable	-		-
FUND BALANCE - Restricted	542,194		558,695
	<hr/>		<hr/>
TOTAL FUND BALANCE ENDING JUNE 30th	\$ 542,194		\$ 558,695
	<hr/> <hr/>		<hr/> <hr/>

I certify that the foregoing resolution was duly adopted by the LINCOLN CONSOLIDATED SCHOOL DISTRICT Board of Directors at a properly noticed open meeting held on the 26th day of June, 2023, at which meeting a quorum was present.

By: _____
Allison Sparks, Secretary
Lincoln Board of Education

Lincoln Consolidated Schools
Explanatory Notes for Final 23/24 Budget
For the Year Ending June 30, 2024

Student count (Blended) - No Change from 22/23	3,514	May state aid status report
Foundation Allowance (22/23 = \$9,150)	\$ 9,608	Increase of \$458
Full use of 31aa grant (one-time funding)	\$ 748,626	
Use of security grant for camera's	\$ 185,000	
Budgeted Medicaid funding	\$ 1,600,000	
5 year average of Act 18 settlement	\$ 734,000	

- State revenue does not show a significant increase from the prior year because of the 147c2 money received in 22-23.
- 51e is included at 87.5% of special education FTE * foundation allowance
- Federal revenue decreased from 22/23 due to ESSER III fundings running out

5% increase in insurance costs \$ 150,000

FTE of 16.36 for special education	22-23 FTE	23-24 Budget
Social worker	1.66	\$ 171,585
Psych's	2.5	401,760
OT	5.3	439,264
PT	0.5	41,440
Speech	6.4	600,922
Total budgeted cost		<u>\$ 1,654,971</u>
Total expected cost for 22-23		<u>\$ 1,039,942</u>

Staffing FTE Budgeted	FTE (23/24)	23/24 Cost	FTE (22/23)	November 22/23 Cost
LEA (Teachers)	235	29,335,816	230	29,162,289
LEAO (Support)	99.5	5,289,019	102.5	5,401,812
LTCU (Transportation)	48	2,327,501	48.8	2,350,619
LAA (Admin)	9	1,545,016	9	1,567,148
Non-affiliates	17.7	2,603,671	17.7	2,540,192
	<u>409.2</u>	<u>41,101,023</u>	<u>408</u>	<u>41,022,060</u>

- Maintenance budget includes increases for custodial, utility costs, and special projects.
- New curriculum for district-wide ELA budgeted at \$800,000
- The 31aa grant is considered 1 time and is used on staffing.
- The % of fund balance does not include the 1% that will be moved to assigned fund balance. Consideration if 1% should include the 147c2 expenditure amount since it is a material one-time cost.
- Restoration of building and department budgets to beginning year levels
- increase in budgeted sub costs

LINCOLN CONSOLIDATED SCHOOLS
A Resolution of the Lincoln Consolidated Board of Education
GENERAL FUND - FISCAL YEAR 2023-24

RESOLVED, that this resolution shall be the general appropriations act of the Lincoln Consolidated School District for Fiscal Year 2023-24: A resolution to make appropriations; and to provide for the disposition of all income received by the Lincoln Consolidated School District.

BE IT FURTHER RESOLVED, that the total revenue, including a tax levy of 18.0 mills, and unappropriated fund balance be available for appropriations in the GENERAL EDUCATION FUND of Lincoln Consolidated School District for the fiscal year 2023-24 as follows:

	Original Approved Budget with Audited 2021 Beginning Fund Balance	Budget after First Amendment November 2021	Budget after Second Amendment April 2022	Final 22/23 Budget Change June 26, 2023	Final 22/23 Budget Amendment June 26, 2023	Proposed 23-24 Budget June 26, 2023
REVENUE:						
Local	\$ 5,306,011	\$ 5,551,988	\$ 5,606,488	\$ 50,812	\$ 5,657,300	\$ 5,590,999
State	35,616,232	36,185,901	37,772,179	1,927,681	39,699,860	40,173,603
Federal	7,073,420	6,650,580	7,108,654	(135,819)	6,972,835	2,447,612
Incoming Transfers and Other Transactions	8,045,000	8,711,921	8,919,776	(234,805)	8,684,971	8,419,045
Fund Modifications	37,000	37,000	37,000	-	37,000	37,000
TOTAL REVENUE AND INCOMING TRANSFERS	56,077,663	57,137,390	59,444,097	1,607,869	61,051,966	56,668,259
FUND BALANCE AS OF JULY 1ST	8,306,402	8,306,402	8,306,402	-	8,306,402	9,937,172
Less Designated Fund Balance	-	-	-	-	-	-
FUND BALANCE AVAILABLE TO APPROPRIATE	8,306,402	8,306,402	8,306,402	-	8,306,402	9,937,172
TOTAL AMOUNT AVAILABLE TO APPROPRIATE	64,384,065	65,443,792	67,750,499	-	69,358,368	66,605,431

BE IT FURTHER RESOLVED, that \$56,043,020 of the total available to appropriate in the GENERAL EDUCATION FUND is hereby appropriated in the amounts and for the purposes set forth below:

EXPENDITURES:

Instruction:						
Basic Programs	24,456,082	24,387,203	24,350,844	1,505,805	25,856,649	24,510,348
Added Needs	9,087,718	8,872,704	9,108,164	(310,168)	8,797,996	8,895,544
Support Services:						
Student services	5,488,023	5,525,382	5,559,872	(46,811)	5,513,061	6,602,586
Instructional support	1,713,589	1,856,193	2,094,022	(201,736)	1,892,286	1,632,455
Business/Fiscal administration	961,765	966,547	966,547	14,900	981,447	963,656
General administration	568,815	665,748	670,751	56,418	727,169	644,689
Principal administration	2,189,638	2,236,803	2,263,810	236,872	2,500,682	2,184,893
Central (services/information management)	2,222,558	2,813,109	2,926,319	(490,100)	2,436,219	2,583,109
Operations and maintenance	4,302,009	4,800,657	5,195,711	70,650	5,266,361	5,391,459
Transportation	3,910,026	4,018,001	3,948,052	100,304	4,048,356	4,147,700
Athletics	986,769	1,104,583	1,104,584	99,182	1,203,766	1,096,264
Community Services	105,179	127,529	146,581	174	146,755	109,355
Debt Service	48,849	48,449	48,448	-	48,449	36,336
TOTAL EXPENDITURES	56,041,020	57,422,908	58,383,705	1,035,490	59,419,196	58,798,394
Outgoing Transfers and Other Transactions	-	2,000	2,000	-	2,000	2,000
TOTAL APPROPRIATED	56,041,020	57,424,908	58,385,705	1,035,490	59,421,196	58,800,394
Excess Revenues Over (Under) Expenditures	36,643	(287,518)	1,058,392	-	1,630,770	(2,132,135)
Beginning Fund Balance	8,306,402	8,306,402	8,306,402	-	8,306,402	9,937,172
Projected Ending Fund Balance	\$ 8,343,045	\$ 8,018,884	\$ 9,364,794	\$ -	\$ 9,937,172	\$ 7,805,037

The non-homestead millage of 18 mills is a subject of the budget hearing and related board action.

I certify that the foregoing resolution was duly adopted by the LINCOLN CONSOLIDATED SCHOOL DISTRICT Board of Directors at a properly noticed open meeting held on the 26th day of June, 2023, at which meeting a quorum was present.

By: _____
Allison Sparks, Secretary
Lincoln Board of Education

**Lincoln Consolidated Schools
Community Education Fund
For the Year Ending June 30, 2024**

Revenue

- Overall revenue is budgeted to be consistent with the 22/23 fiscal year. There are some expectations that the LAB will generate more revenue with the sportcourt that is now available, which will lead to additional usage of the buildings during the off months

Expenditures

- Expenditures are fairly consistent with the prior year in all departments w/in the community education fund.
- LAB costs, while not as high as 22/23, do drop a little due to not having \$83k in equipment. However, 23/24 does have a full year of custodial and higher starting maintenance budget.

**General Appropriations Resolution
For Adoption by the Board of Education
Lincoln Consolidated School District
Community Service Fund Proposed Budget for the 23/24 Fiscal Year**

RESOLVED, that this resolution shall be the general appropriations of the Lincoln Consolidated School District for the fiscal year 2023-2024: A resolution to make appropriations; and to provide for the disposition of all income received by the Lincoln Consolidated School District,

BE IT FURTHER RESOLVED, that the total revenue and unappropriated fund balance be available for appropriations in the COMMUNITY SERVICE FUND of the Lincoln Consolidated School District for the fiscal year 2023-2024 as follows:

REVENUE:	<u>Original Budget</u>
Local Revenue	\$ 975,365
State Revenue	-
Federal Revenue	-
Incoming Transfers & Other Transactions	-
TOTAL REVENUE AND INCOMING TRANSFERS	<u>975,365</u>
FUND BALANCE AS OF JULY 1ST	564,070
Less Appropriated Fund Balance	-
FUND BALANCE AVAILABLE TO APPROPRIATE	<u>564,070</u>
TOTAL AMOUNT AVAILABLE TO APPROPRIATE	<u><u>\$ 1,539,435</u></u>

BE IT FURTHER RESOLVED, that \$743,586 of the total available to appropriate in the COMMUNITY SERVICE FUND is hereby appropriated in the amounts and for the purposes set forth below:

EXPENDITURES:	<u>Proposed Budget</u>
Salaries	\$ 214,800
Benefits	106,550
Purchased services	165,568
Operations	230,635
Capital outlay/equipment	50,433
TOTAL EXPENDITURES	<u>767,986</u>
Outgoing Transfers/Fund Modifications	7,000
TOTAL APPROPRIATED	<u>774,986</u>
FUND BALANCE - Non-Spendable	-
FUND BALANCE - Restricted	764,449
TOTAL FUND BALANCE ENDING JUNE 30th	<u><u>\$ 764,449</u></u>

I certify that the foregoing resolution was duly adopted by the LINCOLN CONSOLIDATED SCHOOL DISTRICT Board of Directors at a properly noticed open meeting held on the 26th day of June, 2023, at which meeting a quorum was present.

By: _____
Allison Sparks, Secretary
Lincoln Board of Education

**Lincoln Consolidated Schools
Explanatory Notes for Budget Amendment
Food Service Fund for June 30, 2024**

Revenue Explanation

- **Local revenue** - estimated based on revenue received for the 22-23 fiscal year.
- **State revenue** - Budgeted similar to the ending 22-23 year with a conservative estimate. Main change for 22-23 was a large adjustments received through State Aid
- **Federal revenue** - estimated based on 22-23 participation. Will need to monitor to see how student participation is the next year. The reimbursement rate is expected to drop to pre-pandemic rates.

Expenditures Explanation

- **Pupil Support** - this is the estimated cost of district staff to monitor the cafeteria's.
- **Operations/maintenance** - original budget includes supply and repairs costs needed to run day-to-day operations.
- **Management services** - This is estimated based on 22-23 costs
- **Capital outlay** - Includes board approved excess fund balance spend down plan with a small contingency amount to cover unforeseen costs.

NOTE: The District is expected to use up most of the available fund balance by the end of the 23-24 fiscal year. The District will want to evaluate if staying in the CEP program is sustaining past next year.

**General Appropriations Resolution
For Adoption by the Board of Education
Lincoln Consolidated School District
Food Service Fund Proposed Budget for the 23/24 Fiscal Year**

RESOLVED, that this resolution shall be the general appropriations of the Lincoln Consolidated School District for the fiscal year 2023-2024: A resolution to make appropriations; and to provide for the disposition of all income received by the Lincoln Consolidated School District,

BE IT FURTHER RESOLVED, that the total revenue and unappropriated fund balance be available for appropriations in the FOOD SERVICE FUND of the Lincoln Consolidated School District for the fiscal year 2023-2024 as follows :

REVENUE:	<u>Original</u>
Local Revenue	\$ 55,100
State Revenue	55,000
Federal Revenue	1,395,000
Incoming Transfers & Other Transactions	<u>30,000</u>
TOTAL REVENUE AND INCOMING TRANSFERS	<u>1,535,100</u>
FUND BALANCE AS OF JULY 1ST	839,425
Less Appropriated Fund Balance	-
FUND BALANCE AVAILABLE TO APPROPRIATE	<u>839,425</u>
TOTAL AMOUNT AVAILABLE TO APPROPRIATE	<u><u>\$ 2,374,525</u></u>

BE IT FURTHER RESOLVED, that \$2,157,750 of the total available to appropriate in the FOOD SERVICE FUND is hereby appropriated in the amounts and for the purposes set forth below:

EXPENDITURES:	<u>Original</u>
Pupil Support	\$ 116,750
Operations/Maintenance	76,000
Management services	1,510,000
Capital outlay	<u>425,000</u>
TOTAL EXPENDITURES	<u>2,127,750</u>
Outgoing Transfers/Fund Modifications	<u>30,000</u>
TOTAL APPROPRIATED	<u><u>2,157,750</u></u>
FUND BALANCE - Non-Spendable	-
FUND BALANCE - Restricted	<u>216,775</u>
TOTAL FUND BALANCE ENDING JUNE 30th	<u><u>\$ 216,775</u></u>

I certify that the foregoing resolution was duly adopted by the LINCOLN CONSOLIDATED SCHOOL DISTRICT Board of Directors at a properly noticed open meeting held on the 26th day of June, 2023, at which meeting a quorum was present.

By: _____
Allison Sparks, Secretary
Lincoln Board of Education

**Lincoln Consolidated Schools
Explanatory Notes for the Activity/Student Services Custodial Fund
For the Year Ending June 30, 2024**

Revenues

- Revenue is estimated based on the income received for 22/23 and historical data.

Expenditures

- Expenditures are estimated based on the expenditures for 22/23 and historical data.

**General Appropriations Resolution
For Adoption by the Board of Education
Lincoln Consolidated School District
Activity/Student Services Custodial Fund Final Budget for the 23/24 Fiscal Year**

RESOLVED, that this resolution shall be the general appropriations of the Lincoln Consolidated School District for the fiscal year 2023-2024: A resolution to make appropriations; and to provide for the disposition of all income received by the Lincoln Consolidated School District,

BE IT FURTHER RESOLVED, that the total revenue and unappropriated fund balance be available for appropriations in the Activity/Student Services Custodial Fund of the Lincoln Consolidated School District for the fiscal year 2023-24 as follows:

REVENUE:	<u>Original</u>
Local Revenue	\$ 425,000
TOTAL REVENUE AND INCOMING TRANSFERS	<u>425,000</u>
FUND BALANCE AS OF JULY 1ST	558,695
Less Appropriated Fund Balance	-
FUND BALANCE AVAILABLE TO APPROPRIATE	<u>558,695</u>
TOTAL AMOUNT AVAILABLE TO APPROPRIATE	<u><u>\$ 983,695</u></u>

BE IT FURTHER RESOLVED, that \$425,000 of the total available to appropriate in the Activity/Student Services Custodial Fund is hereby appropriated in the amounts and for the purposes set forth below:

EXPENDITURES:	<u>Original</u>
Custodial Expenses	\$ 425,000
TOTAL EXPENDITURES	<u>425,000</u>
FUND BALANCE - Non-Spendable	-
FUND BALANCE - Restricted	558,695
TOTAL FUND BALANCE ENDING JUNE 30th	<u><u>\$ 558,695</u></u>

I certify that the foregoing resolution was duly adopted by the LINCOLN CONSOLIDATED SCHOOL DISTRICT Board of Directors at a properly noticed open meeting held on the 26th day of June, 2023, at which meeting a quorum was present.

By: _____
Allison Sparks, Secretary
Lincoln Board of Education

AMENDED AND RESTATED
WASHTENAW
EDUCATIONAL OPTIONS
CONSORTIUM AGREEMENT
Effective July 1, 2023

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WAY PROGRAM ADDENDUM (renamed WAVE Program)

ECA PROGRAM ADDENDUM

WIHI PROGRAM ADDENDUM

WIMA PROGRAM ADDENDUM

IB MIDDLE YEARS AND DIPLOMA PROGRAMME ADDENDUM

WAVE MIDDLE SCHOOL PROGRAM ADDENDUM

AMENDED AND RESTATED CONSORTIUM AGREEMENT

THIS AMENDED AND RESTATED CONSORTIUM AGREEMENT (“Agreement”), amended effective as of July 1, 2023, is among all signatory local public school districts in Washtenaw County, including Washtenaw Intermediate School District as Fiscal Agent, and any additional Participants admitted in accordance with this Agreement (the “Participants”), which Participants collectively and cooperatively shall, for purposes of establishing and operating one or more educational Programs (hereafter described), be designated as the Washtenaw Educational Options Consortium (the “Consortium”); provided, however, that a Participant shall not be financially obligated to support any Program until it has students enrolled in that Program, nor financially liable for any Consortium deficits unless its Board of Education has expressly approved such liability by board resolution, all in accordance with the terms of this Agreement.

PREMISES

A. Sections 11a and 601a of the Revised School Code, as amended, authorize general powers school districts and intermediate school districts to enter into agreements or cooperative agreements with other entities, public or private, or join organizations as part of performing the functions of the school district or intermediate school district.

B. Section 1282 of the Revised School Code, as amended, authorizes each Participant, in its own right, to establish and carry on the grades, schools, and departments it considers necessary or desirable for the maintenance and improvement of its schools, to determine the courses of study to be pursued, and to provide special assistance for students as may be necessary or desirable for them to achieve educational success.

C. This Agreement is also authorized under Public Act 35, Public Acts of Michigan, 1951, which authorizes the Participants to do jointly, or by any one or more on behalf of all, what each would have the power to do separately, and also by pertinent sections of the State School Aid Act, as amended.

D. The Participants have determined to jointly exercise the foregoing statutory authority through the -Consortium formed by this Agreement, believing that this form of organization will facilitate the most efficient and effective method of program delivery, and this Agreement and the Consortium shall be implemented in conformance with the provisions of those statutes.

E. The Consortium initially operated the WAY Program, hereinafter described in Section 2.1, and in June, 2013, in accordance with Section 2.2, assumed operation of the ECA and WIHI Programs, hereinafter described in their respective Addendums. The ECA Consortium and WIHI Consortium operating those Programs by this Agreement are dissolved, and the assets or liabilities of those consortiums (i.e., ECA surplus: WIHI deficit) conveyed to this Consortium and now subject to this Agreement.

F. As of July 1, 2023, the Consortium also operates the Programs referenced in attached Program Addenda.

NOW, THEREFORE, IN CONSIDERATION OF THE PREMISES AND THEIR MUTUAL PROMISES AND OBLIGATIONS UNDER THIS AGREEMENT, THE PARTICIPANTS AGREE AS FOLLOWS:

ARTICLE I

ORGANIZATION AND LIMITED POWERS

1.1 Establishment of Consortium; Code Compliance. The Participants hereby establish the Consortium under the name “Washtenaw Educational Options Consortium”. The Participants hereby authorize the Consortium, and its Fiscal Agent, respectively, to conduct the affairs of the Consortium and its Programs in accordance with this Agreement. The Participants agree that other consortiums consisting in whole or in part of all or some Participants, with the approval of Washtenaw Intermediate School District, may operate other schools or programs in cooperation with the Consortium. The Participants acknowledge and agree that Consortium coding for Michigan Department of Education purposes, in particular the SEE / S2E2 designation, will be used appropriately for only those students receiving educational services from the Consortium, and that all

their assessment and pupil accounting staff are aware of this designation and of the assessment and accountability practices required under this designation for implementing its policy.

1.2 Joint Steering Committee (“JSC”). The superintendent, or her or his written designee, of each Participant shall serve on the Joint Steering JSC (the “JSC”), The JSC will act as the principal policymaking body for the Consortium and its Programs. The JSC shall have oversight and direction over the establishment, administration and operation of the Consortium, including each of its Programs, respectively and separately, as follows:

(a) Approval of a balanced operating budget (including any prior year surplus funds balance) and any revised budgets (but not to exceed Participant Support Payments as limited by Section 4.11) for each Program;

(b) Appointment of an Executive Director of the Consortium (who may also be Director of a Program), such Assistant or Associate Executive Directors as may be deemed necessary or appropriate, and a Director and any Assistant Director for each Program as deemed appropriate;

(c) Establishment of policies, guidelines, rules and regulations to govern the administration of the Consortium and the operation of each Program;

(d) Research, development, establishment and revision of the curriculum for each Program;

(e) Evaluation of each Program and recommendations for changes in that Program and its operation and administration;

(f) Establishment of the duties, responsibilities and role of any advisory committee;

(g) Responsibility to take actions, including obtaining additional Revenues or reducing Costs (as Revenues and Costs are hereafter defined), as necessary to assure for each Program fiscal year that Revenues cover Costs;

(h) Acquisition, construction or installation of capital improvements, and acquisition of equipment and materials in connection with Programs, separately or collectively; and

(i) Any other matters set forth in this Agreement.

1.3 Officers. In addition to the Executive Director who shall preside ex officio as non-voting chairperson of JSC meetings, the JSC shall recognize a non-voting secretary who may be an employee of the Fiscal Agent. The secretary shall take minutes of an JSC meetings and maintain a roster of the names and addresses (for notice purposes) of all Participants, which shall be kept on file with the Fiscal Agent, and which roster shall be circulated to all Participants by the secretary at the time the Agreement becomes effective, upon admission of a new Participant, or upon request by any Participant to the Fiscal Agent.

1.4 Bylaws and Policies. The JSC may adopt by-laws, policies, guidelines, rules and regulations, which will serve to facilitate the governance, administration and operation of the Consortium and its Programs, separately or collectively.

1.5 Meetings. The JSC shall meet at least on a quarterly basis, with notice to its members as determined by the JSC, and shall post public notice of its meetings in accordance with the Open Meetings Act. For Open Meetings Act purposes, the principal office of the Consortium shall be the principal office of the Fiscal Agent.

1.6 JSC Actions. Unless expressly otherwise provided in this Agreement, action of the JSC shall be accomplished by majority vote of a quorum consisting of a majority of its entire voting membership. A JSC member representing a Participant which does not have enrolled students in a Program shall not vote on matters concerning only that Program, nor be counted in membership for quorum purposes.

1.7 Vacancies. The term of office of a member serving on the JSC shall terminate and a vacancy shall occur in the event of the death or termination of a member as superintendent of his/her Participant district. No vacancy on the JSC shall operate to annul this Agreement, the Consortium or any Program.

1.8 Advisor Committees. The JSC may establish advisory committees for any or all Program(s) (herein referred to as “sub-committees”) and shall determine their responsibilities, not inconsistent with this Agreement. The sub-committees shall report to the JSC.

1.9 No Corporate Authority; Reliance on Fiscal Agent. This Agreement and the Consortium provide only for arrangements and obligations among the Participants (including the

Fiscal Agent) to each other. Unless so reorganized the Consortium is not a corporate entity. The Consortium may be an employer to the extent permitted by Michigan law, but otherwise (unless so reorganized) may not contract in its own name or in any way. Neither the JSC, nor the Fiscal Agent, nor any Participant, has authority to act as agent for or to enter into any contract that would bind the Consortium or any Participant, to a third party. Instead, the Fiscal Agent may act on such matters with reference to the Consortium and its Participants, and the Participants shall, subject to Sections 4.7 and 4.11, reimburse, in accordance with Section 4.12, or indemnify, in accordance with Section 7.4, the Fiscal Agent for liabilities and obligations that the Fiscal Agent incurs with reference to the Consortium.

1.10 Limited Enforceability. Legally binding transactions, expenditures and obligations necessary for the administration and operation of the Consortium and its Programs may only be entered into by the Fiscal Agent as its separate obligation. The Fiscal Agent is only authorized to enter into such transactions, expenditures or obligations which affect the activities or financial affairs of the Consortium and its Programs as are clearly implied by and within authorized budget, or otherwise upon notification to and approval by the JSC. A Participant shall not be bound ipso facto by such contracts of the Fiscal Agent, but the Fiscal Agent contracting in accordance with authorized budget or JSC approval shall, subject to Sections 4.7 and 4.11, have recourse against the other Participants in accordance with Sections 4.12 and 7.4 of this Agreement. A contractor with the Fiscal Agent shall not have direct recourse against any other Participant, and nothing in this Agreement shall create a relationship by the Consortium or a Participant with any third party, including a relationship in the nature of a third party beneficiary.

1.11 Reorganization. To the extent permitted by law, the Consortium by two-thirds vote of the entire membership of the JSC, may select, or direct the organization of, a non-profit or public corporation, association, trust or other legal entity into or with which the Consortium may reorganize or merge, and which may carry on the affairs of the Consortium and, upon dissolution of the Consortium, take over Consortium property, or by two-thirds vote of the entire membership of the JSC, may sell, convey and transfer the Consortium property and affairs to such corporation, association, trust, or other entity, with the assumption by such transferee of the liabilities of the Consortium; and thereupon the Consortium shall proceed to dissolution under Section 9.2.

ARTICLE II
THE PROGRAMS

2.1 Description of WAY Cooperative Educational Option Program. For purposes of describing the “cooperative program” of the Consortium and its Participants in accordance with the Revised School Code and the State School Aid Act, the Consortium's initial cooperative Program shall be the WAY Program, including its admission capacity and criteria, and sites of operation, as described in the Way Program Addendum attached hereto.

2.2 Additional Programs The Consortium may modify or eliminate its Programs, adopt existing educational option programs and schools located within Washtenaw County, or establish and operate new and different Programs, provided that for each modified, adopted or new Program (including Programs referred to as Schools) the JSC by resolution must approve Program description, admission capacity and criteria, sites, and Program budgets for start-up costs (if a new Program) and for the ensuing full or partial fiscal year (collectively a "Program Addendum"). A copy of the Program Addendum certified by the Secretary with the date of the JSC meeting at which the Program Addendum was approved shall be filed with Consortium records and also sent to each Participant Board of Education not less than 90 days prior to the commencement of the Program and in any event prior to enrollment of students in the Program. A Participant Board of Education may then, if it so determines, direct its Superintendent as to the maximum number, if any, of Participant students who may be enrolled in the Program. Pursuant to the foregoing authority the Consortium has adopted the existing ECA and WIHI Programs as described in their Program Addenda.

2.3 Extracurricular Activities. Unless expressly provided otherwise in its Program Addendum, students in a Program shall be eligible to participate in extracurricular activities in their respective home districts (“home district” means the school district which is receiving the Foundation Allowance for that student) on the same terms as other students in their home district.

2.4 Standards Credits and Graduation Credentials All grades earned in a Program will be reported promptly as requested to the student's home district for its education records. Any grade change request shall be in accordance with the provisions of the Revised School Code, as amended, if applicable, and to the extent not inconsistent with the Revised School Code provisions, the policies of the JSC. Unless expressly provided otherwise in its Program Addendum, the

Consortium shall have full responsibility for determining when a Program student is eligible for high school graduation in accordance with State of Michigan requirements, shall resolve any matters pertaining to compliance with State high school graduation requirements, and shall pay the costs of remedying any non-compliance. Upon written notification by the Consortium of a Program student's eligibility for high school graduation, the home school district shall timely issue to such student a high school graduation diploma recognizing that the student has completed all high school graduation requirements of the school district and the State.

2.5 Testing. Unless expressly approved otherwise by the Michigan Department of Education and expressly provided otherwise in its Program Addendum, each Program shall administer the Michigan Merit Examination for enrolled students, or similar successor testing as may be required by the State, and other nationally recognized proficiency testing instruments determined by the JSC for the assessment of student performance. The student's test scores shall be included, except as otherwise required by the Revised School Code or other applicable law, in the calculation of the student's resident or home district average.

2.6 Student Conduct and Discipline. Unless expressly provided otherwise in its Program Addendum, all students enrolled in a Program are subject to that Program's Student Code of Conduct, which shall reference interplay with the enrolling Participant's Student Code of Conduct. The Program Director shall have the authority to suspend for up to ten school days (or such other maximum period under applicable law) or otherwise discipline any student enrolled in the Program, in accordance with law and the Program's Student Code of Conduct as published and distributed to students.

2.7 Records. Unless expressly provided otherwise in its Program Addendum, each Program shall maintain appropriate records of student attendance, behavior, progress, grades and achievement as may be required by law or by action of the JSC. Student records shall be maintained on a basis that is comparable to the recordkeeping by the Participants for students enrolled in regular programming. A Participant shall have complete access to all student records maintained by any Program for those students for which the Participant is home district.

ARTICLE III

PARTICIPANT ENROLLMENT RISK OBLIGATIONS AND STATE AID MEMBERSHIP

3.1 Participant Obligations for Full Program Enrollment. Each Participant shall be obligated either (i) to fill a minimum number of its student positions in each Program, hereafter described as the “Enrollment Obligation Standard,” or (ii) to share Program financial short-falls in the event minimum Program enrollment is not achieved, hereafter described as the “Risk Allocation Standard.” Which obligation is applicable and the terms of such obligation shall be determined in accordance with the following process:

(a) Whenever the JSC establishes or adopts a Program, the JSC shall determine initially whether (i) it is necessary to establish a minimum enrollment for that Program for balanced budget purposes or (ii) it is satisfactory to set only a maximum or unlimited enrollment because a Program balanced budget can be achieved through control of Program variable costs, in which case the Program is subject to the Risk Allocation Standard.

(b) If it is necessary to establish a minimum enrollment for a Program, the JSC shall, by September 15 of each year, determine whether to allocate a minimum number of student positions to each Participant for the following school year for which that Participant shall be obligated for Participant Support Payments under Section 4.7 if the Participant does not fill those student positions, i.e., the “Enrollment Obligation Standard.” Alternatively, by September 15, the JSC may determine to enroll students on a Consortium-wide basis, whereby in the event of under-enrollment in a Program each Participant shall pay to the Consortium its share of any shortfall in Program Revenues to cover Program Costs, i.e., the “Risk Allocation Standard.” After each September 15, any such JSC determinations for the following school year may not be changed except by unanimous action of the JSC in meeting attendance.

(c) Enrollment Obligation Standard generally means that the minimum number of student positions allocated to each Participant for a Program shall be the ratio of that Participant's grades 9-12 enrollment to the total Participants' grades 9-12 enrollment. However, by unanimous vote of all Participants with students in the Program, the JSC may modify the Enrollment Obligation Standard for a Program.

(d) Likewise, Risk Allocation Standard generally means that the Program shortfall risk obligation assigned to each Participant shall be the ratio of that Participant's grades 9-12 enrollment to the total Participants' grades 9-12 enrollment. However, by unanimous vote of all Participants with students in the Program, the JSC may modify the Risk Allocation Standard for a Program.

(e) If by September 15 of each year the JSC makes no determination whether to utilize either an Enrollment Obligation Standard or a Risk Allocation Standard for the following school year, then the Enrollment Obligation Standard or Risk Allocation Standard for that Program in the following school year shall remain the same as for the then-current school year.

(f) When the Enrollment Obligation Standard is applicable, a minimum number of student positions shall be allocated to each Participant in proportion to the Enrollment Obligation Standard, and the enrollment process may include first come-first served, lottery, or such other selection process as the JSC from time to time may determine. Students shall be enrolled by Participant from applications of that Participant until that Participant's minimum enrollment is or is not fulfilled. Then students shall be enrolled (or wait-listed) from Participants having excess applications in proportion to the number of excess applications from each such Participant. Such excess students shall be credited to those Participants whose Enrollment Obligation have not been fulfilled in proportion to their Enrollment Obligation Standards. The JSC may similarly require such credit process for enrolled school-of-choice students under Section 3.3.

(g) When the Risk Allocation Standard is applicable, enrollment of students in a Program shall be on a Consortium-wide basis, and the selection process may include first come-first served, lottery, or such other selection process as the JSC from time to time may determine. If the Program fails to achieve minimum enrollment, then all Participants shall share the resulting shortfall in Program Revenues to cover Program Costs. In such case, each Participant hereby contractually pledges and commits to each other Participant, including the Fiscal Agent, that if by September 15 of the following school year the Fiscal Agent determines there is a shortfall in Program Revenues to cover Program Costs resulting from

failure to achieve Program minimum enrollment, each Participant shall share and pay to the Consortium such shortfall in proportion to the Risk Allocation Standard. Each Participant further hereby contractually pledges and commits to each other Participant, including the Fiscal Agent, that the Participant, its officials, employees and agents, shall do nothing to discourage students of that Participant from applying for enrollment or enrolling in a Program where the Risk Allocation Standard is applicable.

(h) The foregoing obligations of any Participant are subject to a Participant's limitation on the maximum number, if any, of its students to be enrolled in a newly adopted or established Program under Sections 2.2 and 4.7, and the JSC's acceptance in the Program of any of that Participant's students under such limitation. A Participant may temporarily suspend participation in only one Program for no less than two years upon written request to the JSC by December 1 of the year preceding such suspension, and approval by two / thirds vote of the entire membership of the JSC. Suspension eliminates that Participant from the Enrollment Obligation or Risk Allocation Standard applicable to the suspended Program, but does not eliminate that Participant's responsibility to provide an opportunity for continuing enrollment during the temporary suspension period to its currently enrolled students.

3.2 Student Admission Process. Interested students residing in or choosing enrollment in a Participant school district shall be counseled by Program staff on the appropriateness of a Program. Admission to a Program will be solely determined by Program staff in accordance with Program admission criteria. Students may enroll in or transfer to a Program after the beginning of the Program year only in accordance with policies and charges established by the JSC, subject to approval as to the maximum number, if any, of its students to be enrolled by the Participant responsible for Support Payments under Sections 2.2 and 4.7.

3.3 Membership of Participant Students in Participant School Districts.

This Agreement constitutes written approval by all Participants, in accordance with Section 6(4)(f) of the State School Aid Act. that a student enrolled in a Program, a cooperative education program of the Participants, shall continue to be considered in membership in the student's Participant school district, whether by residence or by prior transfer under school-of-choice provisions in State law.

ARTICLE IV
BUDGET AND FINANCE

4.1 Fiscal Year. The fiscal year of the Consortium and each Program shall be from July 1. through June 30, except for any partial first fiscal year of a Program.

4.2 Accounting and Audits. The Fiscal Agent shall be responsible for the proper and separate accounting by Program of funds generated, received and expended in accordance with applicable law, state accounting requirements, this Agreement and any policies or procedures adopted by the JSC. Consortium funds shall be audited as part of the Fiscal Agent's regular audit. Funds of the Consortium will be handled according to standard accounting procedures and deposited with depositories as determined by the Fiscal Agent. The JSC may require bonding for any Fiscal Agent personnel handling Consortium funds.

4.3 Advances and Repayments. Any one or more Participant(s) may advance funds to cover start-up costs of a Program. Unless expressly provided otherwise in its Program Addendum. Repayment of such advances to any Program shall be made by inclusion and provision for repayment of some portion of such advances in the Consortium Program budget each fiscal year so as to achieve total repayment during the Program's first five fiscal years.

4.4 Budgets and Description of Revenues. Each Program will have its own budget, provided, however, that there may be common overhead or similar accounts. Each Program budget will be prepared by the Executive Director in consultation with, and as directed by, the chief financial officer of the Fiscal Agent, and must be approved by the JSC no later than two weeks preceding each fiscal year. During that subsequent fiscal year, the JSC may revise the budget on the recommendation of the Executive Director, and the JSC shall revise the budget to eliminate Excess Costs reported by the Fiscal Agent. A copy of the budget or any budget revision shall be submitted to the Board of Education of each Participant by its JSC representative promptly following JSC approval. Each Program budget for each fiscal year shall be based on the number of student positions for which Participants are obligated, and shall set forth expected annual Program operating costs ("Costs" as hereafter described) and expected revenues for that fiscal year sufficient to cover Costs. The fiscal year budget may be broken down by semester or other budget period as requested by any Participant, with provision that the budget monitoring or review procedures provided by this Agreement for the

entire fiscal year shall also apply to such shorter budget period. Each Program budget shall be sufficiently detailed as to provide a conventional break-down of Costs for educational programs and services. Program Revenues (collectively the “Revenues”) for each fiscal year shall consist of Participant Support Payments as described in Section 4.7, any state aid and general grants as described in Section 4.10, and Surplus Fund moneys applied as Revenues pursuant to Section 4.13. Any Consortium or Program Costs in excess of Revenues (i.e. “Excess Costs”) may be funded by Participants only in accordance with the Participant Board of Education approval process set forth in Section 4.11. The Fiscal Agent will administer each Program budget and shall report to the JSC periodically or as requested by any member of the JSC regarding the financial status of the Consortium and the Program, but no less than annually. In particular, the Fiscal Agent shall identify when Costs of any Program exceed, or may potentially exceed, its Revenues and within 30 days report this information to the JSC. The report shall include a recommendation for eliminating the potential deficit.

4.5 Description of Program Costs. Program Costs, as determined by the JSC, shall include for each Program, but need not be limited to, the following:

(a) Staff salaries and wages, employee benefits and related compensation costs (e.g. worker's disability, health and unemployment insurance, or payments in lieu thereof, FICA, retirement contributions, etc.), or compensation for contracted or leased personnel, as relates to the Consortium and the Program.

(b) Textbooks and other instructional supplies and materials.

(c) Instructional equipment including maintenance, purchase, lease or replacement. When equipment is used jointly for Program and any Participant purposes other than the Program, the costs shall be apportioned.

(d) Instructional or class-related transportation (not to or from a Program).

(e) In-service and training.

(f) Professional development travel and expenses.

(g) Lease or license of Program facilities, communications, internet, heat, power, and other facilities and services as are necessary for the maintenance, upkeep and repair of facilities supporting the Program.

(h) Expensed facility improvements approved by the JSC which are primarily related to Program activities and services.

(i) License or service agreement payments paid for trademarked or proprietary software, methods or services.

(j) Clerical and office expenses.

(k) Other direct Program Costs as identified and confirmed by the JSC.

(l) Administrative expenses attributable or otherwise allocable to the Program, including accounting, audit, attorney consultant and insurance costs, and other expenses of such nature approved by the JSC, and funds or reserves as determined to be necessary by the JSC.

(m) A reasonable administrative charge which the Consortium agrees to pay to the Fiscal Agent as stated in Section 6.5 and which shall be identified in the Program Addendum.

4.6 Exclusion for Special Education or Similar Costs. For purposes of this Agreement, additional costs attributable to the educational needs of certified special education students, or similar costs for any other federal or state legally prescribed services for distinct class of students, are excluded from Costs. Additional costs attributable to the educational needs of certified special education student (or similar costs for any other legally prescribed services for distinct class of students) shall be agreed to by the Participant district sending such certified or classified student and shall be paid by the sending Participant district.

4.7 Participant Support Payments. Participant Support Payments for each Program shall be determined and assessed in accordance with the methodology established by the JSC on the basis of the following standards:

(a) Only net Costs of the Program are to be allocable to Participants. Net Costs shall be Costs less all expected Consortium receipts during the corresponding budget period under Sections 4.3, 4.10. and 4.13.

(b) The expected Participant Support Payment for each fiscal year shall be based on the same factor applied to each Participant of (either less, equal, or greater as determined by the JSC by not later than February 15 of the predecessor fiscal year) one hundred percent (100%) of the Participant's current year Foundation Allowance as set forth on the

Participant's State Aid Financial Status Report ("Foundation Allowance"); provided, however, that for the purpose of computing Participant Support Payments under this Agreement, a Participant's Foundation Allowance shall not exceed the "Target Foundation Allowance" as defined in State School Aid Act Section 20 (MCL 388.1620), or successor legislation, which equals \$9,150 in FY 2022-2023. The JSC may modify the Foundation Allowance definition by unanimous vote of 11 JSC members. The Participant Support Payment shall be that factor times the number of student positions for which the Participant is obligated in that Program, plus any shortfall obligation under Section 3.1 This expected Participant Support Payment is a maximum amount. Any payment sought from a Participant for that Program in excess of this expected maximum Participant Support Payment shall be deemed "Excess Costs" and must be approved by the Participant's Board of Education pursuant to Section 4.11.

(c) Subject to the foregoing standards, each Participant shall pay the Consortium its share of Program net Costs, based on the number of student positions for which the Participant is obligated, plus any shortfall obligations.

(d) By not later than September 15 each year, the JSC will review current enrollment levels for each Consortium Program and prepare a table of projected new student enrollment levels ("Slot Allocation Chart") for each Consortium Program for the succeeding school year (e.g., approved September 15, 20XX for the 20XY-20XZ school year). The projected numbers of newly enrolling students included in the Slot Allocation Chart will serve as a planning benchmark for purposes of Consortium budgeting, staffing, and facilities usage. Each JSC member shall provide its respective Participant Board of Education, in the form and manner prescribed by that Board, with that Participant's projected Participant Support Payments for budget development purposes.

(e) In the event a Participant's newly enrolled student withdraws from the Program after the start of that school year, the Participant Support Payment obligation of that Participant must still be met. The vacancy created by the disenrollment shall be filled as follows: .

- The Participant shall seek to recruit from within its student body (resident and Schools of Choice students) to fill the vacancy;
- WEOC will open the enrollment vacancy to resident and Schools of Choice students of other Participating members;
- If the opening is still not filled, WEOC will, in good faith, expeditiously revise its budget to reflect the declining enrollment in each Program;
- As a last resort, the under-enrolling Participant will fund the WEOC budget at its Foundation Allowance for the disenrolled student in that school year only due to the Participants agreement under the Enrollment Obligation Standard.

Once another Participant assumes the under-enrollment obligation for the under-enrolling Participant, that other Participant will assume the ongoing financial obligations for those enrolled students thereafter at its Foundation Allowance with no further obligation thereafter by the under-enrolling Participant.

- (i) Section 4.7(e) does not apply to any students enrolled in the prior year(s). In the case that a student, that enrolled in prior year(s), disenrolls from a WEOC Program prior to the fall student count day in that school year, the Participant's financial obligation shall immediately cease and the Participant shall only be financially obligated to the Consortium for the period of time such student was enrolled in a WEOC program.

4.8 This Section Intentionally Blank.

4.9 Contribution Offsets Against Participant Support Payments. For each fiscal year and to the extent approved by the JSC, each Participant's contributions (apart from start-up costs) of staff, services, supplies or capital equipment (or an apportioned amount thereof to the extent such resources are used jointly for Program and Participant purposes) will be credited against its Participant Support Payment. In the event such credits are in excess of the Participant SupportPayment payable by that Participant, the Consortium shall pay the amount of such excess to

that Participant at the time and in the proportion that the Participant Support Payments are due. For the purpose of calculating employee costs, the Participant will be credited for the full cost of both salary and benefits as provided for in Section 4.5. For the purpose of calculating contributions for supplies or capital equipment, the Participant will be credited for the actual cost of the contribution, The JSC, on the basis of recommendations by the chief financial officer of the Fiscal Agent, shall be responsible for developing guidelines and the methodology for the Fiscal Agent to calculate costs, apportionments and credits against Participant Support Payments. All Costs reimbursed to a Participant are subject to applicable law, including any limitations in the State School Aid Act. The Fiscal Agent shall be responsible for maintaining records of Costs reimbursed to a Participant under this section, with a minimum record retention period of five years.

4.10 State Aid and General Grants. The Fiscal Agent, on behalf of, and for the benefit of, the Consortium, with such reasonable support from the Participants as the Fiscal Agent may request, may apply for and receive any state educational funds available to a Program and its students under the State School Aid Act, except for special education funds, similar type funds as referenced in Section 4.6, or foundation allowances, reserved by the Participants in accordance with their rights and responsibilities under this Agreement. The Fiscal Agent may also solicit and receive grants or donations consistent with the mission of each Program, or contract with third party recipients of such grants and donations for the provision of education programs to students from Participant and/or non-Participant school districts. Receipt of such state educational funds, grants, or donations shall be approved by the JSC, including determination whether such state educational funds or grants, or donations shall be deemed Revenues to be offset against Costs, or for some other Consortium or Program purpose.

4.11 Excess Costs. No Costs of the Consortium may be charged to a Participant (other than the Fiscal Agent) in excess of its Participant Support Payments under Section 4.7, except in accordance with this Section. If at any time the Consortium seeks to assess excess Costs against Participants, the Consortium acting by its Fiscal Agent must first submit to the Board of Education of each Participant, the Program budget or revised budget indicating the amount of such excess Costs and the proposed sharing among Participants of such excess Costs. For a Participant to be liable for any excess Costs, its Board of Education shall have adopted a resolution expressly acknowledging

receipt of the Program budget or revised budget showing such excess Costs, and approving that Participant's payment of a stated proportion or amount of such excess Costs. In the event of excess Costs which have not been allocated to and approved by Participants in accordance with this Section, such excess Costs shall be the sole obligation of the Fiscal Agent.

4.12 Billing of Participants. Billing for Consortium Revenues shall be solely by the Fiscal Agent in accordance with JSC determinations, and subject to the provisions of this Agreement. The Fiscal Agent will bill each Participant in advance of each billing period, regularly as determined by the JSC, that Participant's Support Payments, share of excess Costs, start-up costs, or other funds to be advanced by Participants, as budgeted or as actually expected to be incurred for that billing period, as the JSC shall determine. Bills shall be paid by Participants within 30 days of receipt. This payment schedule may be modified by the JSC, upon the recommendation of the chief financial officer of the Fiscal Agent.

4.13 Surplus Fund; Annual Surplus or Deficits. Any surplus or deficit in a Program budget at fiscal year-end shall be used as follows: Any fiscal year-end annual surplus or deficit may be credited to or charged against, respectively, a Consortium surplus fund for that Program. Each Program surplus fund also may be used, as a budget or revised budget item expressly approved by the JSC, for any Program Costs, start-up costs or capital cost, or for transfer to cover deficits in other Program(s).

4.14 Capital Costs. Costs for capital improvements and acquisition of equipment shall be treated as follows:

(a) The Consortium shall have authority to undertake and approve its own expenditures for capital improvements or acquisition of equipment in connection with a Program. Title to such property shall be held in the name of the Fiscal Agent in trust for the Consortium and its Participants in accordance with this Agreement.

(b) Equipment, material or other personal property owned and in the inventory of any Participant prior to this Agreement and not purchased with Consortium funds shall remain the sole and exclusive property of that Participant, and shall not be considered property of the Consortium or the Fiscal Agent. Equipment, material or other personal property acquired for purposes of this Agreement by any Participant with its funds during the

term and for purposes of this Agreement shall similarly remain the sole and exclusive property of that Participant.

(c) Equipment purchased from Consortium funds shall be Consortium property for named Program(s) in accordance with this Agreement and appropriately marked and recorded as such. The Consortium may offer Participants the opportunity to purchase Consortium equipment at its appraised value.

(d) The Fiscal Agent shall periodically report to the JSC on the status of any capital outlay budget.

ARTICLE V

PERSONNEL

5.1 Employer Status. The Consortium shall retain all status and identity as the employer of personnel utilized by it in the administration and operation of the Consortium and its Programs, except to the extent such personnel are contracted for or leased under Section 5.4. Provided, that the Fiscal Agent may so act in the name of the Consortium only if (A) Consortium employer status is not diminished thereby under State law and (B) such Program personnel are not Fiscal Agent employees for membership inclusion in the Fiscal Agent's own bargaining units or for purposes of the Fiscal Agent's collective bargaining responsibilities. Rights and responsibilities retained by the Consortium as employer shall include, but not be limited to, the following:

(a) The right to select, hire and separate employees utilized by the Consortium in the administration or operation of the Consortium and a Program.

(b) The right to evaluate, supervise, manage and otherwise regulate the activities and performance of employees utilized by the Consortium in the administration or operation of the Consortium and a Program, and to control the manner in which the work of such individuals is performed.

(c) The responsibility for all payment of wages and other benefits and compensation to such employees, including the responsibility for satisfaction of any legal obligation to maintain insurance or other contributions required by law including, but not limited to, insurance required under the Workers' Disability Compensation Act, insurance or

reimbursement required under the Michigan Employment Security Act, and retirement contributions mandated pursuant to the Michigan Public School Employees Retirement Act.

(d) The responsibility for formation, regulation, modification and/ or termination of all contractual relationships, whether through individual employment agreement(s) or collective bargaining agreement(s), in any way pertaining to employees of the Consortium utilized in connection with administration or operation of the Consortium and a Program,

(e) Nothing in this Agreement shall be construed or regarded as recognition by the Fiscal Agent of majority status or other exclusive representation rights as regards any labor organization for purposes of collective bargaining or contract administration, in any bargaining of the Fiscal Agent.

5.2 Employment Conditions. The establishment and regulation of all employment conditions, whether or not specifically designated above, for employees engaged and utilized in the administration or operation of the Consortium or a Program shall be the sole and exclusive responsibility of the Consortium.

5.3 Executive Director, Program Directors and Assistant Directors. The JSC shall select the Executive Director for the Consortium, may select an Assistant or Associate Executive Director if deemed necessary or appropriate, Program Directors, and Assistant Program Directors as deemed necessary or appropriate for each Program, each of whom shall be an employee of the Consortium or Fiscal Agent, and shall work primarily on Program and Consortium affairs. The Executive Director shall provide leadership and direction for the Consortium, and shall fulfill such duties as set forth in an employment contract approved by the JSC. Each Program Director shall provide leadership and direction to the respective Program and its activities, and shall fulfill such duties as set forth in an employment contract approved by the JSC. The Executive Director shall be accountable to the JSC for the administration and operation of the Consortium and its Programs, and shall also report to the JSC at each of its meetings. An Assistant Program Director shall have such duties as determined by the Program Director with approval by the Executive Director, consistent with duties as set forth in an employment contract approved by the JSC, and shall be evaluated by the respective Program Director.

5.4 Contracted Services. As addition or alternative to the Consortium hiring new staff for a Program, the Consortium (i.e., or the Fiscal Agent in its name) may contract for such services with a separate party contractor which is employer and service provider, including a Participant, provided that such contract is in writing, authorizes the Program Director to evaluate such staff by standards determined by the Program Director, and fully indemnifies the Consortium and the Participants that all persons providing services, shall at all times and for all legal purposes (including, but not limited to compensation, benefits, insurance, taxation, collective bargaining, tenure, termination, retirement or any other employer liability or responsibility) remain exclusively employees of the separate party contractor and members of any of its bargaining units, notwithstanding the nature or manner of the assignment to the Program, or the degree to which the right to evaluate, manage, supervise, and otherwise regulate and control the activities and performance of such staff has been delegated to the Consortium, the JSC or Program Director. Additionally, in the case of a Participant providing services to a Consortium Program, either personnel services or contracting for, leasing or loaning personnel to the Consortium, the written contract between the Participant and the Consortium (i.e., or the Fiscal Agent in its name), addressing the terms of providing such services and personnel shall assure the Consortium and other Participants that the service / personnel providing Participant has sufficient letters of agreement with its bargaining units whose interests are affected by differences inherent in the operation of the Consortium Program.

ARTICLE VI

FISCAL AGENT DESIGNATION AND RESPONSIBILITIES

6.1 Designation of Fiscal Agent. Washtenaw Intermediate School District shall be Fiscal Agent of the Consortium. Washtenaw Intermediate School District may resign as Fiscal Agent for any reason or no reason upon 30 days written notice to the Participants. Such resignation shall become effective at the end of that fiscal year, except that Washtenaw Intermediate School District shall remain responsible for all Fiscal Agent obligations and liabilities incurred through the end of that fiscal year. In the event of such resignation the JSC by two-thirds vote of its entire membership may appoint a successor Fiscal Agent which is willing to accept the duties and responsibilities of Fiscal Agent under this Agreement. By a three / quarters vote of its entire voting membership, the JSC may

remove the Fiscal Agent effective such date as the JSC may determine, provided that the JSC simultaneously appoint a successor Fiscal Agent which is willing to accept as of such effective date the duties and responsibilities of Fiscal Agent under this Agreement.

6.2 General Responsibilities. The Fiscal Agent shall be responsible for the fiscal, legal and day-to-day administrative affairs of the Consortium, and perform all such responsibilities as required of it by applicable law or JSC direction, including the usual responsibilities accorded a consortium fiscal agent under applicable law. The Fiscal Agent shall be responsible for compliance by the Consortium with applicable law.

6.3 Fiscal Authority. The Fiscal Agent's fiscal duties and responsibilities are set forth elsewhere in this Agreement, particularly Article IV (Budget and Finance), and, subject to JSC approval or direction under this Agreement, are generally stated here to include, but are not limited to, the following:

(a) Sole responsibility to collect and disburse funds received for the start-up and operation of each Program.

(b) Participation in the identification and securing of grant moneys, grant flowthrough moneys, and other funds, as may be available for a Program, on behalf of the Consortium.

(c) Program budget direction and assistance to the Executive Director and ongoing oversight of each Program 's finances;

(d) Maintenance of proper records of each Program's accounts, financial transactions and similar activities, and having an annual audit for the Consortium as part of the Fiscal Agent's audit;

(e) Ensuring that each Program's funds generated, received and expended are properly and separately accounted for in accordance with applicable law, state accounting requirements, and adopted policies and accounting procedures of the JSC;

(f) Calculating, in cooperation with the Executive Director, each Program's annual operating Costs, capital outlay costs and start-up costs, shortfall obligations, Participant Support Payments, and crediting Participants for their contributions to the operating Costs;

(g) Paying all lawful bills of the Consortium as approved by the JSC, from the appropriate Program funds of the Consortium.

6.4 Legal and Contracting Authority. The Fiscal Agent may enter into contracts for goods and services for Program purposes within budget amounts and as authorized and approved by the JSC.

6.5 Fiscal Agent Expense Reimbursement. In recognition of and as reimbursement for the administrative expenses to be incurred by the Fiscal Agent in connection with this Agreement, the Fiscal Agent for each Program shall be entitled to retain up to an amount equal to the applicable federal restricted indirect cost rate percentage multiplied by the applicable portion of Program Revenues, subject to annual review and adjustment by action of the JSC. Prior to retention of such amount, the Fiscal Agent shall make a written report to the JSC setting forth the basis and calculation of each Program's reimbursement/retention amount. The JSC shall approve the calculation basis and amount retained as referenced in the adopted Program budget.

ARTICLE VII

INSURANCE AND INDEMNIFICATION

7.1 Insurance. The Fiscal Agent shall be responsible that insurance is maintained naming the Programs and all Participants against liabilities which may be incurred in the administration and operation of the Consortium and its Programs. The Fiscal Agent may obtain separate insurance coverage on behalf of the Consortium, if available, and expend Consortium funds for such coverage within budget parameters and as approved by the JSC. Alternatively, if the Fiscal Agent is unable to obtain separate insurance coverage in the name of the Consortium, or if it is less costly, the Fiscal Agent may work with its insurance carrier to name the Consortium (including its Programs and property) as an Additional Insured on the Fiscal Agent's insurance policies. If the Consortium (including its Programs and property) is named as an Additional Insured on the Fiscal Agent's insurance policies, the Fiscal Agent may determine, in consultation with its insurance carrier, that certain coverages would require increased limits to name the Consortium (including its Programs and property) as an Additional Insured. Any additional cost the Fiscal Agent incurs to provide coverage to the Consortium (including its Programs and property), as an Additional Insured will be

reimbursed by the Consortium within budget parameters and as approved by the JSC. In addition, any required deductibles paid under the Fiscal Agent's policies due to claims against the Consortium (including its Programs or property) will be charged to the Consortium. When applicable, the Fiscal Agent will obtain a certificate of insurance naming the Consortium (including its Programs and property) as an Additional Insured. Insurance coverages shall be reviewed, and insurances costs allocated among Programs, at least annually by the JSC in each of the following areas:

- (a) Workers' Compensation and/or other employer's liability insurance which meets Michigan statutory requirements.
- (b) Comprehensive general liability insurance, including sexual molestation and abuse coverage.
- (c) Comprehensive automobile liability insurance.
- (d) Professional liability insurance.
- (e) Professional errors and omissions insurance.
- (f) Fire and extended coverage for any facilities, including leasehold improvements, equipment and supplies, utilized for the Programs, in amounts deemed appropriate by the Participant owner/lessor of such facilities, shall be maintained by such Participant. The cost of this insurance for fire and extended coverage shall be reimbursed by the Consortium within budget parameters and as approved by the JSC.

7.2 Uninsured Consortium Liabilities. Subject to Sections 4.11 and 7.4, and in the event of any uninsured financial liability imposed upon either the Consortium or upon a Participant in the course of administration and operation of the Consortium and its Programs, and to the extent that the Consortium does not have sufficient appropriate funds or other assets to pay such liability, all Participants shall share such liability (including legal and other out-of-pocket costs in resolving such liability) pro rata in accordance with their share of net Costs in all Consortium Programs, or if liability is limited to a Program or Programs, then only in the liability incurring Program(s), for the applicable period in which such liability was incurred.

7.3 Amounts and Proof of Insurance. Any Participant may require minimum amounts for the foregoing Consortium insurance coverages and may require proof of such insurance in the form of certificates of insurance, including sufficient notification to all Participants for material

changes in coverage and naming Participants as additional insureds, or opportunity to review the actual insurance policies.

7.4 Mutual Indemnification. Each Participant, whether as Participant or Fiscal Agent, shall be solely and entirely responsible for acts or omissions attributable to it or its officers, employees, agents or subcontractors during the performance of this Agreement. To the extent permitted by law, each Participant, as Participant or Fiscal Agent, shall hold harmless and indemnify the Consortium and the other Participants, whether as Participant or Fiscal Agent, for any claim, suit, damage, or cause of action, including the defense thereof, resulting from or attributable to any action or inaction by the indemnifying Participant or Fiscal Agent, or its officers, employees, agents or subcontractors, in respect of the Consortium, any of its Programs, or this Agreement, or for any authorized expenditure by the Fiscal Agent to the extent such indemnifying Participant has benefitted. Further, each Participant, to the extent permitted by law, shall hold harmless and indemnify the Fiscal Agent for its share of any authorized expenditure with reference to the Consortium or its Programs made by the Fiscal Agent, or for all expenses incurred by the Fiscal Agent in the event a Consortium employee is legally determined to have tenure with the Fiscal Agent under the Teacher's Tenure Act, in accordance with its share of net Costs in the Program for which such expenditure was incurred.

7.5 Expiration of Indemnity. The indemnity obligations of this Agreement, shall expire on the last day of the fiscal year that this Agreement is in effect and shall have no effect beyond that date for any claims. whether or not asserted during the term or after the expiration of this Agreement, for damages or other relief occurring after the last day of said fiscal year. Provided, however, that any liabilities known and accrued prior to the expiration of this Agreement shall first be satisfied out of Consortium funds before any disbursement thereof under Section 9.3.

ARTICLE VIII

PARTICIPANTS

8.1 Admission of New Participants A Michigan school district, or where appropriate a Michigan public post-secondary education institution, which is not a party to this Agreement or a member of the Consortium may be admitted to membership as a Participant by action

of the JSC. A new Participant shall be required to contribute to the operating, capital outlay and start-up costs of the school, and may have special or limited participation rights, as determined by the JSC.

8.2 Limited Effects of Withdrawal. No resignation or withdrawal by a Participant or the Fiscal Agent shall operate to annul this Agreement during its term, terminate the existence of the Consortium, or relieve the withdrawing Participant or Fiscal Agent from its obligation to abide by the terms of this Agreement unless otherwise agreed upon by all of the Participants.

8.3 Unilateral Withdrawal. A Participant may unilaterally withdraw from its participation in the Consortium, which withdrawal must be for all Consortium Programs, by giving written notice to the JSC by not later than September 15 prior to the beginning of the next Consortium fiscal year (e.g., notice to September 15, 20XX to unilaterally withdraw effective June 30, 20XZ). Participation shall only be withdrawn effective at the end of a Consortium fiscal year and shall not be effective (without the written consent of the JSC) at any other time of the Consortium fiscal year. In the event of unilateral withdrawal by a Participant during the term of this Agreement (without the written consent of the JSC) the Participant shall forfeit any right it may possess, under this Agreement or otherwise, to distribution of Consortium assets or funds. Those assets or funds shall then revert to the Consortium. Unilateral withdrawal of participation, during the term of this Agreement, shall not relieve the withdrawing Participant from its obligations under this Agreement, including but not limited to:

- (a) continuation of enrollment of its students in Programs to the end of the Program year, and through completion of a Program (e.g., WIMA through grade 8, WIHI through grade 12, WAVE Middle through grade 8, WAVE High through 12, ECA through grade 13) if desired by one or more currently enrolled students of the withdrawing Participant;;
- (b) unpaid Participant Support Payments for past or current fiscal years;
- (c) unpaid past, current year and future payments for start-up costs as provided for in this Agreement;
- (d) its share of any uninsured liabilities incurred for claims, whether already or later asserted, during the period of its participation in the Consortium; and

(e) its re-entry into the Consortium within two years of unilateral withdrawal may occur only upon unanimous vote of the entire membership of the JSC.

8.4 Withdrawal at Expiration. In the event of withdrawal of a Participant or the Fiscal Agent at the expiration of this Agreement, the withdrawing and remaining Participants and/or Fiscal Agent shall within 30 days attempt to resolve their respective remaining rights and obligations. If agreement by all remaining Participants and Fiscal Agent and the withdrawing Participant is not reached at the expiration of the above interval, any Participant may refer the matter to the Dispute Resolution procedures identified in Article XI of this Agreement.

8.5. Expulsion of Participants. If any Participant shall fail to comply with any of the terms or provisions of this Agreement, or default in any of its obligations under this Agreement and shall fail to correct such default or non-compliance within 30 days after written notice, the JSC, at its option, may terminate the Participant's inclusion in the Consortium and its Programs, provided, that the terminated Participant shall continue to be obligated for payment of its share of Consortium costs as if the Participant had determined of its own will to terminate its participation.

ARTICLE IX

TERM

9.1 Term. The term of this Agreement shall continue until such time as the Participants determine to dissolve the Consortium and completion of winding up the affairs of the Consortium as provided in this Agreement, subject also to provisions of this Agreement with respect to withdrawal or amendment.

9.2 Dissolution. Dissolution of the Consortium may occur upon unanimous approving vote of the entire membership of the JSC and provisions reasonably satisfactory to the Fiscal Agent for fulfillment of obligations by Participants to each other, to the Fiscal Agent, and to any third parties, and shall not take effect until the end of a Consortium fiscal year, except to the extent the JSC considers and expressly approves an earlier dissolution date. During such time the Fiscal Agent and the JSC may proceed to wind up the affairs of the Consortium.

9.3 Winding Up and Property Allocation. Upon or pending dissolution of the Consortium, the JSC and the Fiscal Agent shall proceed to wind up the affairs of the Consortium. Subject to compliance with legal requirements pertaining to any Consortium property or moneys, and subject also to the provisions of this Agreement, the Fiscal Agent, separately for each Program, shall pay Consortium liabilities and execute appropriate conveyances of interests in any Consortium property or moneys as determined by the JSC. Any remaining Consortium property, in cash or in kind, shall be distributed, separately for each Program, to Participants on the basis of the Participants Support Payments on average for the previous three years. Upon effective distribution of Consortium property and otherwise winding-up the affairs of the Consortium, the Fiscal Agent shall file with Consortium records a written instrument stating the effective date of dissolution, and notice all Participants by copy of such instrument. Any disputes among Participants, the Fiscal Agent or the JSC as to respective rights and obligations for winding up of Consortium affairs, including failure to reach agreement as to winding up within 30 days of the JSC vote approving dissolution, shall be resolved under the Dispute Resolution provisions of this Agreement.

ARTICLE X

AMENDMENT AND WAIVER

10.1 Entire Agreement. This Agreement contains the entire understanding among the Participants, including the Fiscal Agent, with respect to the Programs as defined herein, and supersedes all prior and contemporaneous agreements and understandings, oral or written, with respect to Programs actually established or adopted by the Consortium. All attachments hereto, including any Program Addendum, and any policies, documents and instruments delivered pursuant to any provision hereof are expressly made a part of this Agreement.

10.2 Amendment. This Agreement may be amended or modified, only in writing, effective only upon the execution of the amendment or Amended Agreement by two-thirds of the Participants, including the Fiscal Agent (with approval of their respective Boards of Education).

10.3 Waivers. Any waiver of any condition, or any breach of any provision, term, covenant, representation, or warranty contained in this Agreement, shall be only by written instrument executed by the Fiscal Agent with authorization by the JSC, and shall not be deemed nor construed as

a continuing waiver of any such condition or breach, or a waiver of any other condition, breach provision, term, covenant, representation, or warranty of this Agreement.

ARTICLE XI
DISPUTE RESOLUTION

11.1 Matters to be Submitted to Arbitration. The Participants shall endeavor to resolve all disputes and controversies through discussion by the JSC. If such disputes and controversies cannot be resolved through discussion by the JSC, all disputes and controversies of every kind and nature among any Participants to this Agreement arising out of or in connection with the performance of this Agreement, or as to the validity, meaning, performance, enforcement, breach, or termination/dissolution of either this Agreement, or the rights and obligations of the Participants among themselves with respect to this Agreement, shall be submitted to arbitration pursuant to the procedure set forth in this article.

11.2 Procedure.

(a) Any Participant may demand such arbitration in writing following 30 days after the controversy has been submitted to the JSC, which demand shall include the name of the arbitrator nominated by the Participant demanding arbitration, together with a written statement of the matter in controversy.

(b) Within 30 days after receipt of such demand, the other Participants(s) shall either consent to the appointment of the arbitrator nominated by the Participant demanding arbitration, or in absence of such consent, the dispute shall be referred to the American Arbitration Association for the selection of the arbitrator.

(c) The arbitration costs of each Participant shall be borne by that Participant. The arbitration costs of the arbitrator shall be shared equally by the Participants to the arbitration dispute.

(d) The arbitration hearing shall be held within Washtenaw County, Michigan, upon at least 30 days advance notice to the Participants.

(e) The Commercial Arbitration Rules and procedures of the American Arbitration Association shall be utilized in the arbitration hearing to the extent that these are

not inconsistent with Michigan law (MCL 600.5001; MSA 27A .5001) and court rule (MCR 3.602). The law of evidence of the State of Michigan shall govern the presentation of evidence at such hearing.

11.3 Effect of Arbitration Award.

(a) An award rendered by an arbitrator appointed under and pursuant to this Agreement, which may include an allocation of arbitration costs different than as provided in this Agreement to favor a prevailing party, shall be final and binding on all Participants to the proceeding, and judgment on the award shall be rendered and enforceable in the Circuit Court for Washtenaw County.

(b) The arbitrator shall be responsible not to alter, change, amend, modify, add, to, or subtract from any of the provisions of this Agreement.

11.4 Arbitration as Bar to Suit.

(a) The Participants stipulate that the provisions of this Agreement shall be a complete defense to any suit, action, or proceeding instituted in any federal, state, or local court or before any administrative tribunal with respect to any controversy or dispute arising between or among them under this Agreement and which is arbitrable as set forth in this Agreement.

(b) The arbitration provisions of this Agreement shall, with respect to such controversy or dispute arising hereunder, survive the termination or expiration of this Agreement.

(c) With respect to any dispute or controversy that is made subject to arbitration under the terms of this Agreement, no suit at law or in equity based on such dispute or controversy shall be instituted by any Participant, except to enforce the award of the arbitrator.

ARTICLE XII
APPLICABLE LAW

12.1 Meaning of “Applicable Law.” The term 'applicable law' as used in this Agreement means:

(a) Generally, all federal, state, and municipal laws and regulations, and judicial or administrative determinations, applicable to this Agreement, the Consortium, a Program, and the funding, administration, and operation thereof.

(b) In particular, but not limited to, the Revised School Code (1976 PA 451; MCL 380.1 et seq; MSA 15.4001 et seq), and the state School Aid Act (1979 PA 94; MCL 388.1601 et seq; MSA 15.1919 (901) et seq).

12.2 Change in Applicable Law. The foregoing applicable law includes any amendments, and any superseding or replacement law having substantially comparable purpose. In the event of any change in applicable law which requires a material change in Participant obligations, then at the request of any Participant, this Agreement shall be renegotiated, or a Participant terminated, or the Consortium dissolved in accordance with the provisions of this Agreement.

ARTICLE XIII

MISCELLANEOUS

13.1 Notices. All notices, bills, or other communications to a Participant, whether as Participant or Fiscal Agent, required or permitted under this Agreement, shall be in writing and shall be deemed to be duly given on the day of service if served personally, or by confirmed facsimile or email delivery (if facsimile number or email address is provided by that Participant), upon the Participant to whom notice is given, or on the day after delivery to the United States Postal Service for regular mail service, or to a courier service, to the attention of the Participant's Superintendent and/or Board of Education as applicable, at its address as listed in the current roster of Participants circulated by the secretary. A Participant may change its address(es) by notice in this same manner. Notice to the Consortium or the JSC shall be to the Fiscal Agent, and the Fiscal Agent shall as necessary promptly transmit such notice to JSC members.

13.2 Non-Discrimination. All Participants, including their employees and Program staff, shall comply with applicable law and the provisions of this Agreement prohibiting discrimination. Both as such statement may be required as a matter of applicable law, and additionally as a matter of affirmative contract obligation under this Agreement, no person, on the basis of race, color, national origin, ancestry, religion, political affiliation or belief, age, marital status, sex, sexual

orientation, gender identity or expression, height, weight, military status, genetic information, or disability, shall be unlawfully discriminated against, excluded from enrollment, employment or other participation in, denied the benefits of, or otherwise be subjected to discrimination in any Program or other Consortium activity. Any contract of the Consortium, the Educating District or the Fiscal Agent, in connection with the performance of this Agreement, shall contain the foregoing non-discrimination covenants, and shall state the same when so required to be included and stated in such contracts, according to the laws of the State of Michigan.

13.3 Successors and Assigns. No Participant may assign or transfer any of its rights under this Agreement in whole or in part without prior written notice to and the prior written consent of the JSC, This Agreement shall inure to the benefit and shall be binding upon the successors and permitted assigns of the Participants.

13.4 Headings and Titles. The headings and titles in this Agreement are for convenience only and shall not be considered a part of or used in the interpretation of this Agreement.

13.5 Severability. The unenforceability of any provision of this Agreement shall not affect the enforceability of the remaining provisions of this Agreement, and to this end, the provisions of this Agreement are severable.

13.6 Governing Law. The Agreement shall be governed by and enforced in accordance with the laws of the State of Michigan.

13.7 Counterparts. This Agreement may be executed in counterparts separately by each Participant, each of which counterparts shall be deemed an original, and all of which shall constitute one and the same instrument.

13.8 Further Matters. Each Participant (whether as Participant or Fiscal Agent) agrees to perform such additional acts and execute such additional documents as are reasonably necessary to carry out this Agreement.

13.9 Effectiveness. This Amended and Restated Agreement shall come into full force and effect as of July 1, 2023, if approved by not later than August 31, 2023, by not fewer than two-thirds (6-of-9) of the Boards of Education of general powers school districts in Washtenaw County and the Fiscal Agent's Board of Education, executed by an authorized signatory of each approving Board of Education, and such executed Agreement or counterparts are on file with the Fiscal Agent.

13.10 Signer’s Representation. Each signer of this Agreement personally represents and warrants that this Agreement has been expressly approved by the Board of Education of the Participant on whose behalf this Agreement is signed, and that s/he has been expressly authorized to sign this Agreement.

ANN ARBOR PUBLIC SCHOOLS

By: _____

Its: _____

Dated: _____

CHELSEA SCHOOL DISTRICT

By: _____

Its: _____

Dated: _____

DEXTER COMMUNITY SCHOOLS

By: _____

Title: _____

Date: _____

LINCOLN CONSOLIDATED SCHOOLS

By: _____

Title: _____

Date: _____

MANCHESTER COMMUNITY SCHOOLS

By: _____

Title: _____

Date: _____

MILAN AREA SCHOOLS

By: _____

Title: _____

Date: _____

SALINE AREA SCHOOLS

By: _____

Title: _____

Date: _____

WHITMORE LAKE PUBLIC SCHOOLS

By: _____

Title: _____

Date: _____

YPSILANTI COMMUNITY SCHOOLS

By: _____

Title: _____

Date: _____

WASHTENAW INTERMEDIATE SCHOOL DISTRICT

By: _____

Title: _____

Date: _____

WAY PROGRAM ADDENDUM

WAY Program Description. For purposes of describing the "cooperative program" of the Consortium and its Participants in accordance with the Revised School Code and the State School Aid Act, the Consortium's initial cooperative Program shall be the following: A cyber s high school program for students who need an alternative to the traditional high school model, who require more flexibility and choice in the learning process, and who meet Program admission and enrollment requirements. Initially, and for so long as the Consortium JSC determines, this Program shall be referenced as WAY, conducted under the WAY trademark (an acronym for Widening Advances for Youth) and in accordance with the proprietary methods licensed from, and related services provided by, the WAY corporation. WAY provides students a flexible on-line, student-centered, project-based approach to learning. Students have access to a computer workstation and internet connectivity at their home, provided by the Program. Students also must attend laboratory sessions at a Program site technology center in accordance with Program requirements. WAY provides support through an online mentor, a designated team leader and subject matter experts working together to design and support an academic program that meets the Michigan State standards and prepares each student for further education and career skills.

WAY Program Admission Capacity and Criteria. The Participants anticipate a WAY Program enrollment of 400 students during first semester of Consortium operation, with growth in future enrollment capacity to accommodate all interested students.

Process of student enrollment/admission selection:

- Random selection of qualified students (JSC establishes a process for determining criteria for qualification which may include a mathematics proficiency as long as interested students are provided multiple opportunities to demonstrate proficiency and the principle of open and equitable access is maintained.)
- Staff with conduct an initial home visit with each family to discuss expectations and requirements.
- Method for enrollment outside of the lottery to meet student and family needs – such as in cases of home only access to the program for students expelled from local districts with service. This method of enrollment will have clear provisions established by the JSC.

WAY Program Sites.Initial technology center WAY Program Sites shall be Willow Run Cheney School and Ann Arbor Downtown Library.. The JSC may thereafter, after 30 days notice to Participants, students, and their families, determine to change or add WAY Program sites.

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WASHTENAW EDUCATIONAL OPTIONS CONSORTIUM

Washtenaw Educational Options (WAY) Consortium Agreement ECA Program Addendum

Pursuant to section 2.2 of the Washtenaw Educational Options (WAY) Consortium Agreement, and in accordance with the Revised School Code and the State School Aid Act, the Consortium hereby evidences an Additional Program of the Consortium, known as the Early College Alliance ("ECA"), as described in this Program Addendum.

Program Description

The ECA shall be an early college or middle college, as appropriate, open for admission of students of Participants and, on a limited and tuition basis, non-Participant high school students who meet admission and enrollment requirements.

The primary purpose of ECA is to provide an early or middle college program for all students, regardless of background, experience or skill level, supporting transition from high school to college; from basis on the student's unique and individualized capacities; through personalized learning, instruction, attention and support for the development of both academic and life management skills on a non-time centric basis; to college readiness and rigorous educational immersion into post-secondary education.

The ECA is a two-phase program. In the first phase, students are provided with a rigorous college preparatory curriculum taught by Michigan- certified secondary education teachers. Students acquire and demonstrate "hard" (academic) skills in English, mathematics, science, and social studies, as well as "soft" (social and emotional) skills. "Soft skills" are fundamental to student success in the post-secondary environment, and are embedded into the curriculum and school culture through direct instruction, practice, and instructor feedback in specific "learner domains." Students remain in ECA college preparatory program until they consistently demonstrate true "college readiness" in both academic and soft skills.

Upon completion of the ECA college preparatory component, ECA students transition to become full-time Eastern Michigan University students where they begin work on their EMU general education and ECA completion requirements.

The purposes, curriculum, and education programs of the ECA shall meet the requirements of the States School Aid Act, Section 64, or similar provisions of the Revised School Code or State School Aid with respect to other career fields.

Admission Capacity and Criteria

ECA has grown from an initial enrollment of 60 students (in 2007 when ECA was under auspices of separate consortium) to its anticipated maximum enrollment of 450 students, and may adjust to lower or higher maximum enrollment as determined by the Joint Steering Committee.

The long-term goal of the ECA is to develop, in cooperation with the participating LEAs ("ECA districts"), a series of "Pre-enrollment Gateways" to determine student eligibility for the ECA program, and students who complete the Pre-enrollment Gateways should be allowed preference in the enrollment process.

Enrollment in the ECA program should not become a sorting and selecting mechanism. To this end, the ECA believes a percentage of the available enrollment slots be placed in reserve to "capture" the non- traditional college bound students (Low SES and highest level of educational attainment of parent) in the enrollment process.

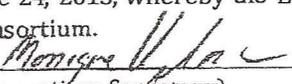
- ECA enrollment and selection policies will be reviewed on a yearly basis by the Committee.
- ECA enrollment slots will be based on standard allocation formula in which slots are allocated to each ECA district based on the proportion of its students to the total number of students in all of the ECA districts combined.
- Initial selection of students shall be based on lottery. After the initial lottery, the remaining, unused slots will be reallocated to districts with wait lists and the number slots allocated to each district will be proportionate to the districts' shares of the total number of wait listed students. The Committee may adjust the slot allocation model yearly, based on local district needs.
- Students who are currently residents of an ECA district, but not currently enrolled in the ECA, are required to enter the ECA program through their resident district. [No diploma shopping].
- Home school students entering ECA are required to demonstrate 9th grade proficiency through the MDE ninth grade skill assessment or other agreed upon assessments.
- 30% of a district's total number of slots in the initial lottery will be reserved for students who are eligible for *free or reduced lunch*.

ECA Program Sites

The ECA program site shall be on the campus of Eastern Michigan University, or other public state university or community college within the boundaries of the Consortium.

Certificate

The foregoing Addendum was approved by the joint Steering Committee at its meeting of June 24, 2013, whereby the ECA Program was adopted as an Additional Program of the Consortium.



(Consortium Secretary)

6-24-13
DATE

WASHTENAW EDUCATIONAL OPTIONS CONSORTIUM

Washtenaw Educational Options (Way) Consortium Agreement

WIHI Program Addendum -

Pursuant to section 2.2 of the Washtenaw Education Options (WAY) Consortium Agreement, and in accordance with the Revised School Code and the State School Aid Act, the Consortium hereby evidences an Additional Program of the Consortium, known as the Washtenaw International High School ("WIHI") Program, as described in this Program Addendum.

Program Description

WIHI shall be a one or more grades, 9 through 12, high school operating as an international school program for students of the participants and non-Participant school districts who meet admission and enrollment requirements. WIHI will develop students for professional, political, and business leadership in an international environment, utilizing a student-centered and inquiry-based instructional methodology across a broad range of subjects. In addition, the Program will emphasize language learning, including a mandatory second language for all students.

All students in the school will pursue a full International Baccalaureate (IB) diploma. The Program has achieved its accreditation as an official IB Diploma Authorized World School, and expects to maintain such accreditation as a critical element of the Program.

Admission Capacity and Criteria

- School size: 6 sections (150 students) per grade, for a maximum enrollment of 600 students for the Program.
 - o Maximum enrollment may be adjusted yearly by the Committee based on local district needs.
 - o Student positions in the Program shall be allocated and accepted by the Participant districts in accordance with a process determined by the Committee, or absent Committee action, shall be allocated in proportion to the Participant districts' grades 9-12 enrollments.

- Process of student enrollment/admission selection:
 - o The Committee establishes a process for determining criteria for qualification, which may include a mathematics proficiency, as long as interested students are provided multiple opportunities to demonstrate proficiency and the principle of open and equitable access is maintained.

Enrollment in the ECA program should not become a sorting and selecting mechanism. To this end, the ECA believes a percentage of the available enrollment slots be placed in reserve to "capture" the non- traditional college bound students (Low SES and highest level of educational attainment of parent) in the enrollment process.

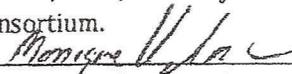
- ECA enrollment and selection policies will be reviewed on a yearly basis by the Committee.
- ECA enrollment slots will be based on standard allocation formula in which slots are allocated to each ECA district based on the proportion of its students to the total number of students in all of the ECA districts combined.
- Initial selection of students shall be based on lottery. After the initial lottery, the remaining, unused slots will be reallocated to districts with wait lists and the number slots allocated to each district will be proportionate to the districts' shares of the total number of wait listed students. The Committee may adjust the slot allocation model yearly, based on local district needs.
- Students who are currently residents of an ECA district, but not currently enrolled in the ECA, are required to enter the ECA program through their resident district. [No diploma shopping].
- Home school students entering ECA are required to demonstrate 9th grade proficiency through the MDE ninth grade skill assessment or other agreed upon assessments.
- 30% of a district's total number of slots in the initial lottery will be reserved for students who are eligible for *free or reduced lunch*.

ECA Program Sites

The ECA program site shall be on the campus of Eastern Michigan University, or other public state university or community college within the boundaries of the Consortium.

Certificate

The foregoing Addendum was approved by the joint Steering Committee at its meeting of June 24, 2013, whereby the ECA Program was adopted as an Additional Program of the Consortium.



(Consortium Secretary)

6-24-13
DATE

WASHTENAW EDUCATIONAL OPTIONS CONSORTIUM

INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME (Gr. 6-10) and
INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME (Gr. 11-12) ADDENDA

Pursuant to section 2.2 of the Washtenaw Educational Options Consortium ("WEOC" or "Consortium") Agreement, as amended effective June 1, 2014 (the "June 1, 2014 Amended WEOC Agreement"), the participant local school districts (each a "Participant" and collectively the "Participants") and the Washtenaw Intermediate School District as fiscal agent ("Fiscal Agent"), hereby **agree** through the following Addendum to the June 1, 2014 Amended WEOC Agreement ("Addendum") to modify, adopt, establish or operate an accredited International Baccalaureate Middle Years Programme for grades 6-10 {"IB MYP"} and an accredited International Baccalaureate Diploma Programme for grades 11-12 ("IB DP"), beginning in the 2018-2019 school year.

PREAMBLE

A. On or about June 24, 2013, the Consortium's Joint Steering Committee ("JSC") approved the Washtenaw International High School ("WIHI") as an Additional Program of the Consortium for students of the Participant school districts and non-Participant school districts who meet admission and enrollment requirements for grades 9-12.

B. On or about that same date, the Ypsilanti Community Schools ("YCS") Board of Education approved operation of the Washtenaw International Middle Academy ("WIMA") for YCS pupils (resident or schools-of-choice) who meet the admission and enrollment requirements for grades 6-8.

C. At all relevant times to date, the WIHI and WIMA programs have been co-located and operated in a shared facility within the geographic boundaries of YCS; specifically, the YCS East Middle School Building.

D. From January 2015 to date, WEOC has been seeking 18 accreditation of an 18 MYP (Grades 6-10). WEOC previously obtain accreditation of the IB Diploma Programme (Grades 11-12) in April of 2013.

E. Criteria to obtain accreditation of an IB MYP (Grades 6-10) reportedly include (1) operation of grades 6-10; (2) under a single governance structure; and (3) with a single financial/budgetary decision-maker.

F. The WEOC JSC determined in or about May of 2017 to consider whether to modify, adopt, establish, and operate an accredited IB MYP (Grades 6-10) and an accredited IB DP (Grades 11-12). To ensure that an accredited and fiscally viable 18 MYP is available to YCS pupils (resident or non-resident enrolled through schools of choice), along with an accredited IB DP, beginning in the 2018-2019 school year, the YCS Board of Education approved on October 16, 2017, a resolution that an IB MYP and IP DP would operate under the WEOC governance structure effective June 30, 2018, subject to an approved Program Addendum.

TERMS AND CONDITIONS

1. Program Descriptions.
 - a. IB Middle Years Programme (Grades 6-10)
 - i. Grades 6-8: The first three years, grades 6-8, of the IB MVP (Grades 6-10) will operate as an accredited IB program for YCS pupils (resident or schools-of-choice) who meet admission and enrollment requirements.
 - ii. Grades 9-10: The Program Description for grades 9-10 of the WIHI program, as set forth in the June 14, 2013 JSC WIHI Addendum, and incorporated into the June 1, 2014 Amended WEOC Agreement, is incorporated by this reference as if fully restated herein. The admission of YCS pupils (resident or schools-of-choice) enrolled in grades 6-8 of the IB MYP into grades 9-10 of the IB MVP (grades 6-10) shall be pursuant to the June 1, 2014 Amended WEOC Agreement.
 - b. IB Diploma Programme (Grades 11-12): The Program Description for grades 11-12 of the WIHI program, as set forth in the June 14, 2013 JSC WIHI Addendum, and incorporated into the June 1, 2014 Amended WEOC Agreement, is incorporated by this reference as the Program Description for grades 11-12 of the IB DP.
2. Admission Capacity and Criteria
 - a. IB Middle Years Programme
 - i. Grades 6-8:
 - School Size: 2 sections of approximately 30-35 pupils each (or 60-70 pupils) per grade, for a maximum enrollment of 180-210 pupils in Grades 6-8 of the IB MYP. YCS shall be fiscally responsible for a minimum of 190 positions in Grades 6-8 of the IB MYP pursuant to Section 3.1 of the June 1, 2014 Amended WEOC Agreement.
 - Process of Student Enrollment/ Admission Selection: Admission and enrollment requirements for grades 6-8 of the IB MYP will be as established by YCS. Because only YCS pupils (resident or schools-of-choice) will be enrolled in grades 6-8 of the IB MYP (Grades 6-10), it is the intent of the Participants that YCS will remain encoded as "parent entity" in Michigan's database of educational entity information (the "Educational Entity Master" or "EEM") for grades 6-8 of the IB MYP (Grades 6-10) for the purpose of reporting student assessment scores to the public. Section 1.1 of the June 1, 2014 Amended WEOC Agreement shall not be construed to require otherwise.
 - ii. Grades 9-10:
 - School Size: 6 sections of approximately 25 pupils each (or approximately 150 pupils) per grade, for a maximum enrollment of approximately 300 students in grades 9-10 of the IB MYP.
 - o Maximum enrollment may be adjusted yearly by the JSC based on local district needs.
 - o Student positions in the Program shall be allocated and accepted by the Participants in accordance with a process

determined by the JSC, or absent JSC action, shall be allocated in proportion to each Participant's grades 9-10 enrollments.

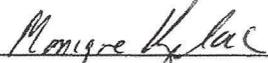
- Process of Student Enrollment/ Admission Selection:
 - o The JSC establishes a process for determining criteria for qualification, which may include a mathematics proficiency, as long as interested students are provided multiple opportunities to demonstrate proficiency and the principle of open and equitable access is maintained.
 - o Lottery selection of qualified students
 - o Method for enrollment outside of the lottery to meet student and family needs such as in cases of "continuation of curriculum" for students coming from other 1B programs world-wide.

- b. IB Diploma Programme (Grades 11-12): The Admission Capacity and Criteria for grades 11-12 of the WIHI program, as set forth in the June 14, 2013 JSC WIHI Addendum, and incorporated into the June 1, 2014 Amended WEOC Agreement, is incorporated by this reference as if fully restated herein.

- 3. Program Sites: The IB MYP (Grades 6-10) and the IB DP (Grades (11-12) shall be located at the West Middle School Building, located within the geographic boundaries of the Ypsilanti Community Schools, and within the geographic boundaries of the Washtenaw Intermediate School District.

- 4. Effective Date. Pursuant to Section 13.9 of the June 1, 2014 Amended WEOC Agreement, this Program Addendum shall come into full force and effect at such time as this Agreement has been executed by an authorized signatory of each participating local school district and such executed Program Addendum (or counterparts) are on file with the Fiscal Agent. By approval of this Program Addendum, the Participants agree to waive the requirement in Section 2.2 of the June 1, 2014 Amended WEOC Agreement that a certified copy of the Program Addendum be filed with the Consortium records "not less than 90 days prior to the commencement of the program and in any event prior to enrollment of students in the Program." The Executive Director shall promptly send to each Participant Board of Education a certified copy of the Program Addendum for consideration under Section 2.2 of the 2014 Amended WEOC Agreement.

- 5. Certificate. The foregoing Program Addendum was approved by the WEOC Joint Steering Committee at its special meeting of May 4, 2018, whereby the accredited IB MYP (Grades 6-10) and accredited IB DP (Grades 11-12) were adopted as Additional Programs of the the Consortium.



(Consortium Secretary)

5/4/18

**WASHTENAW EDUCATIONAL OPTIONS CONSORTIUM
WAVE MIDDLE SCHOOL PROGRAM (Gr. 6-8) and
WAVE HIGH SCHOOL PROGRAM (Gr. 9-12) ADDENDA**

Pursuant to section 2.2 of the Washtenaw Educational Options Consortium (“WEOC” or “Consortium”) Agreement, as amended effective June 1, 2014 and as that section 2.2 may be incorporated into successor Consortium Agreements (the “Consortium Agreement”), the participant local school districts (each a “Participant” and collectively the “Participants”) and the Washtenaw Intermediate School District as fiscal agent (“Fiscal Agent”), hereby conditionally agree through the following Program Addendum (“Addendum”) to modify, adopt, establish or operate the WAVE Middle and High School beginning in the 2023-24 school year.

PREAMBLE

A. On or about June 24, 2013, the Consortium’s Joint Steering Committee (“JSC”) approved the WAY Program as a cooperative education program of the Consortium for students of the Participant school districts and non-Participant school districts who meet admission and enrollment requirements for grades 9-12.

B. On or about August 2014, the Consortium’s JSC acted to modify and amend the WAY Program as the Washtenaw Alliance for Virtual Education (WAVE) for grades 9-12.

C. In April of 2022, the WAVE program was selected to receive a Two Hundred Fifteen Thousand and no/100 (\$215,000.00) planning grant from the NewSchools Venture Fund to design and plan to implement a WAVE middle school program based on the current high school model.

D. From May 2022 to date, the WAVE middle school planning team has developed a design and implementation plan for a WAVE middle school program (beginning with grades 7-8, but allowing for expansion to includes grades 6-8) and presented an update to the JSC on the design and implementation plan, which was sent to JSC members via email transmission dated December 20, 2022 and as an agenda item at the January 27, 2023 JSC meeting.

E. The WEOC JSC reached consensus at its January 27, 2023, meeting to move forward to prepare a proposed addendum for JSC consideration to modify and expand the WAVE program to include a middle school program to launch in Fall 2023 with grade 8, in Fall 2024 with grades 7-8, and in Fall 2025 with grades 6-8 if demand requires.

F. The WEOC JSC conditionally approved the WAVE Middle School Program Addendum at its March 16, 2023 meeting, subject to approval of an Amended and Restated Consortium Agreement discussed and approved by the JSC at meetings held on March 16, 2023, April 14, 2023, and April 28, 2023, subject to approval by not fewer than two-thirds (6-of-9) of the participating school district boards of education and the fiscal agent’s board of education on or before August 31, 2023.

TERMS AND CONDITIONS

1. **Program Descriptions.**
 - a. **WAVE Middle School**

Grades 7-8 (or Grades 6-8 if deemed necessary): The WAVE Middle school program is designed to offer a flexible, student-centered approach to learning for students who need an alternative to the traditional school model. Support is provided through highly trained advisory teachers and online content support teachers. The program offers online and in-person instruction and includes extensive social emotional learning integrated into the day. Staff work together with students and families to design and administer an academic program that meets applicable state standards and prepares each student for the next step toward desired secondary and post-secondary school goals. Students enrolled in the WAVE middle school program can expect: (i) a student-centered, project-based approach to learning aligned with state standards, (ii) individualized support provided by dedicated and accomplished advisory and online content teachers, (iii) home visits, tailored to individual student needs, and (iv) preparation for continued education or career skills development. Students have access to a computer and internet connectivity in their homes, provided by the Program.

b. WAVE High School:

Grades 9-12: An online program (including online and in-person instruction) for students who need an alternative to the traditional high school model, who require more flexibility and choice in the learning process, and who meet Program admission and enrollment requirements. The program offers a strong learning community both online and in-person, and a flexible, year-round schedule. The program objective is to motivate students from various life experiences to achieve academic and personal success. Students enrolled in the WAVE high school program can expect: (i) a student-centered, project-based approach to learning aligned with state standards, (ii) a year-round academic program to ensure continuity of learning, (iii) individualized support provided by dedicated and accomplished advisory and online content teachers, (iv) home visits, tailored to individual student needs, and (v) preparation for continued education or career skills development. Students have access to a computer and internet connectivity in their homes, provided by the program.

2. Admission Capacity and Criteria

a. WAVE Middle School

i. Grades 6-8:

(1) School Size: It is projected that the WAVE middle school program will be sustainable when working in conjunction with the WAVE high school program, at a minimum enrollment of 25 students. Full enrollment projection is 75 students.

(2) Year 1, Fall 2023-Spring 2024: 25-35 8th grade students.

(3) Year 2, Fall 2024 - Spring 2025: expanding to 30-70 7th-8th grade students.

(4) Year 3, Fall 2025-Spring 2026: expanding, if demand requires, to 30-75 6th – 8th grade students.

ii. Student Selection, Admission, Enrollment/Admission Process:

(1) Selection of qualified students will occur in coordination with local district staff pursuant to JSC processes for seat allocation

for each participating district consistent with Article III of the Consortium Agreement.

(2) Admission/Enrollment procedures will otherwise be aligned with the WAVE high school model.

- a. **WAVE High School:** The Admission Capacity and Criteria for WAVE high school, as set forth in the June 14, 2013 JSC WAY Program Addendum, and incorporated into the Consortium Agreement, are incorporated by this reference as if fully restated herein.
3. **Program Sites:** The WAVE middle school and high school programs shall operate in leased space at 301 West Michigan Ave, Ypsilanti, MI 49198, located within the geographic boundaries of the Ypsilanti Community Schools, and within the geographic boundaries of the Washtenaw Intermediate School District. The JSC may thereafter determine to change or add program sites.
4. **Effective Date.** This conditional Program Addendum will become unconditional without further action of the JSC upon approval by not fewer than two-thirds (6-of-9) of the Participant Boards of Education and the Fiscal Agent on or before August 31, 2023, of a proposed Amended and Restated Consortium Agreement. The Executive Director shall promptly send to each Participant Board of Education a certified copy of the Program Addendum for consideration, if desired, of enrollment levels in the new MS WAVE Program pursuant to Section 2.2 of the Consortium Agreement.
5. **Certificate.** The foregoing Program Addendum was conditionally approved by the WEOC Joint Steering Committee at its meeting of March 16, 2023, whereby the WAVE Middle School Program was conditionally adopted as a modification of the Consortium's WAVE Program, subject to approval, on or before August 31, 2023, of a proposed Amended and Restated Consortium Agreement by not fewer than two-thirds (6-of-9) of the Participant District Boards of Education and the Fiscal Agent's Board of Education.

Monique Uzelac
WEOC Secretary

Date

01942514.DOCX

[Name of District/ISD] Board of Education

A [regular/special] meeting of the Board of Education (“Board”) of the [Name of District/ISD] (the “District”), was held in the _____ located at [insert address], in the City of _____, [County/Counties] of _____, State of Michigan, on [Day], [Date] 2023, at ____ o’clock in the a.m./p.m.

The meeting was called to order by President _____.

Members Present: _____

Members Absent: _____

The following preamble and resolution were offered by Member _____ and supported by Member _____:

WHEREAS:

A. The [District is a Participant in]-OR- [ISD serves as Fiscal Agent to] the Washtenaw Educational Options Consortium (“WEOC” or “Consortium”).

B. The Consortium operates under a consortium agreement that was amended effective on or about July 1, 2014, through an Amended Agreement and Addendum that expired June 30, 2019, although the Participants and the Fiscal Agent have otherwise continued to operate since June 30, 2019, in accordance with the June 1, 2014 Consortium Agreement and Addendum.

C. The Consortium’s Joint Steering Committee (JSC), comprised of the Superintendents of each Participating District, and the Superintendent of Washtenaw ISD as the Consortium’s Fiscal Agent, approved a resolution at a special meeting held on April 28, 2023, to recommend that the respective Boards of Education of each Participating District and the Fiscal Agent adopt a resolution to: (1) memorialize ratification of all otherwise authorized action taken by the Consortium’s JSC, Fiscal Agent, and Executive Director (or their respective designees) on behalf of the Consortium since June 30, 2019; (2) to approve and authorize execution of the attached Amended and Restated Washtenaw Educational Options Consortium Agreement if the attached Amended and Restated Consortium Agreement is approved by not later than August 31, 2023, by the Boards of Education of not fewer than two-thirds (6 of 9) of the Participants and the Fiscal Agent’s Board of Education; (3) to direct that the JSC (comprised of the Superintendent or written designee of each signatory Participant Board of Education), the Fiscal Agent, the Executive Director, and their respective designees, operate the Consortium effective July 1, 2023, in accordance with the attached Amended and Restated Washtenaw Educational Options Consortium Agreement if approved by not later than August 31, 2023, by not fewer than two-thirds (6-of-9) of the Participant Boards of Education and the Fiscal Agent’s Board of Education; and (4) to direct that the JSC, Fiscal Agent, Executive

Director, and their respective designees, endeavor to promptly and amicably resolve the rights and obligations of the non-signatories (if any).

D. By its terms, the attached Amended and Restated Washtenaw Educational Options Consortium Agreement will become effective July 1, 2023, as to the signatories if approved by not later than August 31, 2023 by not fewer than two-thirds (6-of-9) of the Participant Boards of Education and the Fiscal Agent’s Board of Education; signed by an authorized representative of at least two-thirds (6-of-9) of the Participant Boards of Education and the Fiscal Agent’s Board of Education; and the executed Agreement or counterparts are on file with the Fiscal Agent.

E. A District or ISD is not a Participant or Fiscal Agent subject to the attached Amended and Restated Washtenaw Educational Options Consortium Agreement without express approval of its Board of Education and execution by an authorized signatory; provided, however, that a Board of Education’s disapproval or non-approval of the attached Amended and Restated Washtenaw Educational Options Consortium Agreement does not relieve that District or ISD of previously incurred contractual or equitable obligations as a Participant or Fiscal Agent of the Consortium.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The **[Name of District/ISD]** Board of Education hereby memorializes ratification of all otherwise authorized action of the Consortium’s Joint Steering Committee, Fiscal Agent, and Executive Director (or their respective designees) from June 30, 2019 to date.
2. The **[Name of District/ISD]** Board of Education **[select one:]**

APPROVES the attached Amended and Restated Washtenaw Educational Options Consortium Agreement AND AUTHORIZES PROMPT EXECUTION on behalf of the **[Name of District/ISD]** Board of Education contingent upon approval of the attached Amended and Restated Washtenaw Educational Options Consortium Agreement by the Boards of Education of not fewer than two-thirds (6-of-9) of the Participant Boards of Educations and the Fiscal Agent’s Board of Education;

- OR -

DISAPPROVES AND DOES NOT AUTHORIZE EXECUTION of the attached Amended and Restated Washtenaw Educational Options Consortium Agreement on behalf of the **[Name of District/ISD]** Board of Education.

3. **[Include this Para. No. 3 only if the Board opted in Para. No. 2 above to “APPROVE” the Amended and Restated Consortium Agreement]** The **[Name of District/ISD]** Board of Education authorizes and delegates all necessary authority to **[the Board President]** **[the Superintendent]** to promptly execute the Amended and Restated Washtenaw Educational

Options Consortium Agreement on behalf of the [Name of District/ISD] Board of Education, provided that the Boards of Education of not fewer than two-thirds (6-of-9) of the Participants and the Fiscal Agent have approved and authorized execution of same on behalf of their respective Boards of Education by not later than August 31, 2023.

4. [Include this Para. No. 4 only if the Board opted in Para. No. 2 above to “APPROVE” the Amended and Restated Consortium Agreement] The [Name of District/ISD] Board of Education directs that, if the attached Amended and Restated Consortium Agreement is (a) approved by not later than August 31, 2023, by not fewer than two-thirds (6-of-9) of the Participant Boards of Education and the Fiscal Agent’s Board of Education, (b) executed (in a single document or counterparts) by the respective authorized representatives, and (c) on file with the Fiscal Agent, the JSC (comprised of the Superintendents or written designees of each signatory Participant) the Fiscal Agent, the Executive Director, and their respective designees, will do the following:
 - a. operate the Consortium effective July 1, 2023, in accordance with the attached Amended and Restated W.E.O.C. Consortium Agreement; and
 - b. endeavor to promptly and amicably resolve the rights and obligations of the non-signatories (if any).

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

I, the undersigned, as Secretary of the [Name of District/ISD] Board of Education, do hereby certify that the foregoing Resolution constitutes a true and complete copy of a resolution, the original of which is part of the Board's minutes, that was adopted by the [Name of District/ISD] Board of Education at a public meeting held on _____, 2023, with notice of the meeting having been given to the public pursuant to the provisions of the Michigan Open Meetings Act, 1976 P.A. 267, as amended, with a vote of:

Ayes: _____

Nays: _____

Abstaining: _____

Absent: _____

By: _____
_____, Secretary

Date: _____

LINCOLN CONSOLIDATED SCHOOLS

AGENDA ITEM REQUEST

Completion of this form will help us prepare accurate and complete agendas and explanatory notes for consideration by the Board of Education. It will also ensure timely consideration and/or approval of your request.

Group/Individual Making Request: Karensa Smith _____

Contact Person: Karensa Smith _____ Phone/Email: 734.484.7000 ext. 7445 _____

Topic of Agenda Item:

- Purchase of new ELA curricular resources for K-12
- ARC (American Reading Company) [ARC Core](#) resource for grades K-5 including Spanish Immersion
- Houghton Mifflin Harcourt's [Into Literature](#) for grades 6-12 including Spanish Immersion for 6th grade

Background Data:

The process

- Six core curricular programs were selected for review based on evidence-based research including [EdReports](#) and [Knowledge Matters](#), the needs of our students, and the Portrait of a Graduate competencies.
- Each selected curricular program publisher sent various materials for review including digital resources:
 - samples for each grade level, if possible; at minimum a sample for each grade band K-2, 3-5, 6-8, 9-12;
 - a quote based on LCS' student and staff numbers; and,
 - a plan for professional learning
- A curriculum adoption team was formed to review the curriculum materials that included elementary representatives from each building, an interventionist, two middle school representatives, two high school representatives, our literacy coach, administrators, and the Assistant Superintendent of Curriculum and Instruction
- The curriculum adoption team used the [EQuIP rubric](#), the [CRE Scorecard](#) (equity), the [Reading League Curriculum Evaluation tool](#), and the [POG competencies](#) to measure the quality of the programs.
- Rubrics were scored and discussions were held to determine the resource that will best the needs of our students and the future of Lincoln.
- Members of the acquisition team met with the representatives from the curricular programs to further discuss scope and sequence, product development, supplemental support materials, professional learning, and cost.
- The team is now bringing the programs to the Board for review and approval for the [ARC proposal](#) (year one will be lower in cost due to using funds from various grants) and the [Into Literature proposal](#).

The why:

- An ELA resource is part of the 5 year curriculum cycle
- Our current elementary ELA resource, Journeys, will retire in 2025
- Middle and high school have not had a curricular program in over ten years
- Our curricular resources need to match the direction in which our district is headed. MS and HS do not have one and our current elementary resource is outdated

Research:

- Six core curricular programs were selected for review based on evidence-based research including [EdReports](#) and [Knowledge Matters](#), the needs of our students, and the Portrait of a Graduate competencies.
- The curriculum adoption team used the [EQuIP rubric](#), the [CRE Scorecard](#) (equity), the [Reading League Curriculum Evaluation tool](#), and the [POG competencies](#) to measure the quality of the programs.
- Rubrics were scored and discussions were held to determine the resource that will best the needs of our students and the future of Lincoln.
- Our updated resource aligns with the [Science of Reading](#) (which are best practices)

Proposed Plan:

- A survey went out to the elementary staff to gauge interest in beginning to use a new ELA resource for the 23-24 school year or wait until the 24-25 school year due to our current math initiatives. Approximately 35% would like to begin next year. That 35% will receive resources and training at the end of the school year/summer to be our pilot starters with all teachers fully implementing the resource the 24-25 school year.
- At the middle and high school level, staff will have their “Getting Started” training before the end of the school year/summer work time with full implementation for the 23-24 school year including professional learning.

Outcome and impact:

- LCS students will benefit from a guaranteed and viable curriculum for ELA K-12
- Staff will be able to provide our students with rigorous, high level content that supports LCS’ strategic plan direction
- During district collaborative team meetings, staff will be able to address the four questions in a PLC process
- Improved instructional practices for staff
- Cross curricular opportunities due to resources and activities
- Increased student engagement and teacher facilitation
- Increased scores on state and local assessments

Desired Board Action: _____ Informational only _____ x _____ Board action required _____

Please keep in mind that in most circumstances, Board policy calls for a two-meeting review of all agenda items requiring action. Incomplete information could result in additional delays.

Board meeting date-First reading: June 12, 2023 _____

Board meeting date-Second reading & approval (If required): _____ June 26, 2023 _____

Who will attend the meeting to present the request and answer questions? _____ Karensa Smith _____

Requests and all supporting documentation MUST be received in the Superintendent’s office no later than noon the Friday prior to the Executive Committee meeting the week before the scheduled Board of Education meeting. Late requests will be deferred to the following agenda and may compromise your deadline.

Submitted By:

Building/Department Head:

Karensa Smith June 7, 2023

ELA Curricular Acquisition Team

Date

Date

LINCOLN CONSOLIDATED SCHOOLS

AGENDA ITEM REQUEST

Completion of this form will help us prepare accurate and complete agendas and explanatory notes for consideration by the Board of Education. It will also ensure timely consideration and/or approval of your request.

Group/Individual Making Request: Karensa Smith and Solomon Zheng_____

Contact Person: Karensa Smith/Solomon Zheng_Phone/Email: 734.484.7000 ext. 7445 and 734.484.7614

Topic of Agenda Item: An eSports Club brought to the high school

Background Data:

The process

- Staff members at various levels attended webinars and seminars on eSports as a rigorous and diverse platform from which to engage students, foster curiosity, and gain experience in multiple STEM fields. These include those hosted by REMC and MACUL.

The why:

- Esports is a rapidly growing industry, with millions of people around the world watching and playing competitive video games. As the popularity of esports continues to grow, so too does the potential for esports to be used as a tool for education.

There are many reasons why esports can be a valuable addition to the classroom. First, esports can help students develop important skills such as teamwork, communication, and problem-solving. These are all skills that are essential for success in both school and the workplace.

Second, esports can help students learn about different cultures and perspectives. Many popular esports games are based on real-world sports or historical events. This can give students a chance to learn about different cultures and perspectives in a fun and engaging way.

Third, esports can help students stay motivated and engaged in school. For many students, esports is a passion that they are eager to learn more about. By incorporating esports into the learning environment, teachers can tap into this passion and use it to motivate students to learn.

Here are some specific examples of how esports can be used in the learning environment, several of which mirror our Portrait of a Graduate:

- **Teamwork/Collaboration:** Many esports games require players to work together as a team to achieve victory. This can teach students the importance of teamwork, communication, and cooperation.
- **Communication:** Esports players need to be able to communicate effectively with their teammates in order to win. This can help students improve their communication skills, both written and verbal.
- **Problem-solving:** Esports games often require players to solve problems in order to progress. This can help students develop their problem-solving skills, which are essential for success in school and the workplace.

- Critical thinking: Esports games often require players to think critically about the game and make decisions based on the information they have available. This can help students develop their critical thinking skills, which are also essential for success in school and the workplace.
- Creativity: Some esports games allow players to be creative, such as by designing their own characters or strategies. This can help students develop their creativity, which is a valuable skill in many different fields. Esports is a growing and exciting field with the potential to positively impact education. By incorporating esports into the learning environment, teachers can help students develop important skills, promote cultural understanding, and keep students motivated and engaged in school.

Research:

- According to a systematic literature review and research agenda by J. Johnson et al., esports can provide students with opportunities to develop teamwork, communication, strategy, and sportsmanship skills. The study also found that esports can help students develop cognitive and social development, improved hand-eye coordination, and better problem-solving skills.

Another literature review by J. Johnson et al. found that esports can help students learn how to think strategically and make quick decisions under pressure.

A scoping review by M. Hamari et al. found that esports can provide students with opportunities to develop empathy towards others and good sportsmanship .

<https://www.sciencedirect.com/science/article/pii/S1877042819310648>

<https://www.tandfonline.com/doi/full/10.1080/24704027.2020.1778407>

<https://www.frontiersin.org/articles/10.3389/fspor.2021.643778/full>

A survey was also given to 9th-12th grade students at the high school this week to gauge interest. Out of the 61 responses thus far, 31 of them are interested in adding eSports as a club at the high school.

Proposed Plan

- To start as an after school club and develop into a fully fledged team.
- The first year the goal is to actively participate in at least one full season using the free league.
- During the seasons, students would be playing games that are rated “teen” and below. These games would be based on the league in which we are a part.
- To field at least one full team
- Ideally it would be good field both a practice team and a team
- To also leverage the equipment and space during the school day to enhance already existing coursework involving computer based applications

Outcome and impact:

- To engage students who may not have other avenues of engagement
- To make the connection between the work of being on an esports team and real careers
- To teach real world, career, and STEM-based skills to students
- To have fun
- To gain skills in SEL to manage emotions and thinking during high stress competitive situations

- To give students access to college scholarships

Desired Board Action: _____ Informational only _____ x _____ Board action required _____

Please keep in mind that in most circumstances, Board policy calls for a two-meeting review of all agenda items requiring action. Incomplete information could result in additional delays.

Board meeting date-First reading: June 12, 2023 _____

Board meeting date-Second reading & approval (If required): _____ June 26, 2023 _____

Who will attend the meeting to present the request and answer questions? _____ Karensa Smith/Solomon Zheng _____

Requests and all supporting documentation MUST be received in the Superintendent’s office no later than noon the Friday prior to the Executive Committee meeting the week before the scheduled Board of Education meeting. Late requests will be deferred to the following agenda and may compromise your deadline.

Submitted By:

Building/Department Head:

Karensa Smith June 7, 2023
Date Date

Solomon Zheng June 7, 2023



TO: Robert Jansen, Superintendent

FROM: Adam Blaylock, Director of Human Resources

DATE: May 22, 2023

SUBJECT: Teacher Tenure Recommendations
Probationary Teacher Recommendations

The building administrators have recommended the following probationary teachers to be continued for the 2023-2024 school year.

There are five teachers being recommended for tenure.

Teacher Tenure Recommendations					
Building	Last Name	First Name	Hire Date	Tenure Eligibility Date	Notes
Bishop Elementary	SWIDAN	NICOLE	1/13/2018	1/13/2023	Five Year Requirement
Childs Elementary	RICKLE	ANTHONY	8/12/2018	6/30/2023	Five Year Requirement
Childs Elementary	RUPER	CHRISTI	8/26/2019	6/30/2023	Five Year Requirement
Childs Elementary	MOORE	KATLIN	8/12/2018	6/30/2023	Five Year Requirement
Lincoln Middle School	MIKEL	NICOLE	2/5/2018	2/5/2023	Five Year Requirement

Probationary Teacher Recommendations

School	Last Name	First Name	Date of Hire	Tenure Eligibility Date	Notes
Bishop Elementary	ALJAMMALI	LARA	8/19/2022	6/30/2027	Five Year Requirement
Bishop Elementary	BARRAGAN-BARAJAS	MARIA	2/9/2020	2/9/2025	Five Year Requirement
Bishop Elementary	KAGAN	OLIVIA	8/17/2022	6/30/2027	Five Year Requirement
Bishop Elementary	MARSHALL-TOTHFEJEL	GRETCHEN	4/25/2022	4/25/2024	Two Year Requirement (Previously Tenured)
Bishop Elementary	MUSCATO-JOHNSON	BRANDY	08/7/2022	06/30/2027	Five Year Requirement
Bishop Elementary	PREPSKY	SUZANNAH	8/15/2022	6/30/2027	Five Year Requirement
Bishop Elementary	ROCKROHR	ALISON	8/15/2022	6/30/2027	Five Year Requirement
Bishop Elementary	ROEDER	MAKAYLA	8/9/2022	6/30/2027	Five Year Requirement
Bishop Elementary	ROSALES	KAITLYN A	2/7/2021	2/7/2026	Five Year Requirement
Bishop Elementary	SMITH	REBECCA	12/25/2022	12/25/2027	Five Year Requirement
Bishop Elementary	WILLIAMSON	MICHAELLA	1/7/2019	1/7/2024	Five Year Requirement
Brick Elementary	ANDERSON	BARRY	6/12/2022	6/30/2027	Five Year Requirement
Brick Elementary	BRASHEAR	KRISTINA	8/11/2022	6/30/2024	Two Year Requirement (Previously Tenured)
Brick Elementary	COMBS	REBECCA	11/13/2022	6/30/2027	Five Year Requirement
Brick Elementary	JANSEN	JESSICA	9/18/2022	6/30/2027	Five Year Requirement
Brick Elementary	KEITH	REBECCA	12/19/2019	12/18/2024	Five Year Requirement
Brick Elementary	KERN	TRACIE	8/26/2019	6/30/2024	Five Year Requirement
Brick Elementary	KREZMER	KATHERINE	8/15/2022	6/30/2024	Five Year Requirement
Brick Elementary	PODGORSKI	ERIN	2/9/2020	2/9/2025	Five Year Requirement
Brick Elementary	PRIEST	VICKEY L	8/9/2020	6/30/2025	Five Year Requirement
Brick Elementary	WORTHINGTON	MARIELLE	8/9/2020	6/30/2025	Five Year Requirement
Childs Elementary	BEHRENDT	JACLYNN C	8/9/2020	6/30/2025	Five Year Requirement
Childs Elementary	BOLLINGER	EMILY	8/23/2021	6/30/2026	Five Year Requirement
Childs Elementary	FOLEY	DOMINIQUE	8/23/2021	6/30/2026	Five Year Requirement
Childs Elementary	GRIFFIN	DANEYA	8/23/2021	6/30/2026	Five Year Requirement
Childs Elementary	HAMEL	ALEXIS	10/30/2022	10/30/2027	Five Year Requirement
Childs Elementary	LYNCH	VICKY	8/9/2022	6/30/2027	Five Year Requirement
Childs Elementary	PELC	SARAH	8/9/2020	6/30/2025	Five Year Requirement
Childs Elementary	SMITH	ISAIAH	8/23/2021	6/30/2026	Five Year Requirement
Lincoln High School	BARNIER	APRIL	8/23/2020	6/30/2025	Five Year Requirement
Lincoln High School	BOSWELL	CHARLES	8/8/2022	6/30/2027	Five Year Requirement
Lincoln High School	CATALFIO	SARAH	12/2/2017	12/2/2022	Five Year Requirement
Lincoln High School	CRIGER	MELISSA	12/15/2019	12/14/2024	Five Year Requirement
Lincoln High School	DEPRIEST	SARAH	8/15/2022	6/30/2027	Five Year Requirement
Lincoln High School	DILLON	ANDREW	8/9/2020	6/30/2025	Five Year Requirement
Lincoln High School	DUNCAN	ANDREW	8/15/2022	6/30/2027	Five Year Requirement
Lincoln High School	EDDINGER	MELISSA	8/15/2022	6/30/2027	Five Year Requirement
Lincoln High School	GALLER	ROBIN	1/23/2022	1/23/2027	Five Year Requirement
Lincoln High School	MARTIN	VODRICK	8/15/2022	6/30/2027	Five Year Requirement

Probationary Teacher Recommendations

School	Last Name	First Name	Date of Hire	Tenure Eligibility Date	Notes
Lincoln High School	OLIVARES	FRANCISCO	8/9/2020	6/30/2025	Five Year Requirement
Lincoln High School	ROBINSON-JONES	THEODORA J	8/9/2020	6/30/2025	Five Year Requirement
Lincoln High School	SMITH	SARA H	8/9/2020	6/30/2025	Five Year Requirement
Lincoln High School	WALLER	ANNA	9/3/2019	6/30/2025	Five Year Requirement*
Lincoln High School	WECK	KIMBERLY	8/19/2022	6/30/2027	Five Year Requirement
Lincoln High School	WILLIAMS	TISHA	6/26/2022	6/30/2027	Five Year Requirement
Lincoln Middle School	CLEMENS	LEA	12/15/2019	12/14/2024	Five Year Requirement
Lincoln Middle School	DUDASH	AMBIKA	9/18/2018	9/18/2023	Five Year Requirement
Lincoln Middle School	ECHEGOYAN	VICKI	8/19/2022	6/30/2024	Two Year Requirement (Previously Tenured)
Lincoln Middle School	MONTAGUE	WILLIAM	10/16/2022	10/16/2027	Five Year Requirement
Lincoln Middle School	SITTS	ALLISON	3/16/2020	3/6/2025	Five Year Requirement
Lincoln Middle School	SMITH	JESSICA	9/9/2018	9/9/2023	Five Year Requirement
Lincoln Middle School	THOMPSON	KATELYN	4/3/2022	4/3/2027	Five Year Requirement
Model Elementary	DUDZIK	KATHERINE	2/3/2020	2/3/2025	Five Year Requirement
Model Elementary	FINKBEINER	LAURA	8/26/2019	6/30/2024	Five Year Requirement
Model Elementary	JOHNS	RACHEL	9/26/2018	9/26/2023	Five Year Requirement
Model Elementary	MAURY	MONICA	8/26/2019	6/30/2024	Five Year Requirement
Model Elementary	VAN SLAMBROUCK	NATASHA	8/27/2019	6/30/2024	Five Year Requirement
Model Elementary	YOUNG	JENESSA L	8/9/2020	6/30/2025	Five Year Requirement
Lincoln Virtual Academy	BOYKIN	WALTER	1/19/2022	1/19/2024	Two Year Requirement (Previously Tenured)
Lincoln Virtual Academy	JAMES	JESSICA	8/10/2022	6/30/2027	Five Year Requirement
Lincoln Virtual Academy	WATSON	SARAH	4/19/2021	4/19/2026	Five Year Requirement

Lincoln Consolidated Schools	2022
School District Name	Year of Original Contract
81070	1
School District Code	Renewal Year (1, 2, 3, or 4)

FSMC Fixed Price - Contract Renewal Agreement

This document contains the rates and fees for the furnishing of food service management for nonprofit food service programs for the period beginning July 1, 2023, and ending June 30, 2024. The terms and conditions of the original contract are applicable to the contract renewal.

The company shall not plead misunderstanding or deception because of such estimates of quantities, or of the character, location, or other conditions pertaining to the proposal.

Price Per Meal and Meal Equivalents must be quoted as if no USDA Donated Commodities will be received.

Rates for 2022-2023 must match what was approved by MDE. The Consumer Price Index for All Urban Consumers (CPI-U) for the Midwest Region for December 2022 is 8.8% as released by the U.S. Bureau of Labor Statistics. SFAs may negotiate renewal rate increases in any amount up to and including the current CPI rate of 8.8%.

RATES MUST NOT BE ROUNDED UP.

	Flat % Increase per Original Contract	2022-2023 Rate	Negotiated % Increase (must not exceed 8.8%)	New 2023-2024 Rate
1. Management Fee per Meal (Breakfasts and Lunches) and Meal Equivalent (A la Carte)				
2. Reimbursable Breakfasts	5%	\$ 1.87	5%	\$ 1.963
3. Reimbursable Lunches	5%	\$ 3.19	5%	\$ 3.349
4. A la Carte Meal Equivalents	5%	\$ 3.19	5%	\$ 3.349
5. After School Snacks	5%	\$ 1.00	5%	\$ 1.050
6. At Risk Suppers				
7. Special Milk				
8. Equivalent Meal Factor	-	\$3.9900	-	\$4.7100
9. Amount of Advance Payment for the 23-24 school year, if any				
10. Amount of Guaranteed Return for the 23-24 school year, if any				
11. Amount of Planned Client Investment for the 23-24 school year, if any				

By submission of this proposal, the FSMC certifies that, in the event it receives a renewal award under this solicitation, the FSMC shall operate in accordance with applicable program laws and regulations. This agreement shall not exceed one year.

Signed: Amy Shaffer 4/18/2023
 Food Service Management Company Representative Date
Amy Shaffer, CEO, Chartwells K12
 Printed Name/Title

Acceptance of Contract Renewal Agreement

Signed: _____ Date _____
 School Food Authority Representative

 Printed Name/Title

AGREEMENT PAGE – FSMC Contract Renewal

This bidder has certified that he/she shall operate in accordance with all applicable State and Federal laws and regulations.

This solicitation/contract, attachments, and the Request for Proposal (RFP) of the successful bidder, with addenda, if any, constitute the entire agreement between the School Food Authority (SFA) and Food Service Management Company (FSMC). The parties shall not execute any additional contractual documents pertaining to this RFP, except as permitted by applicable law.

This Agreement shall be in effect for one year from July 1, 2023, to June 30, 2024.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be signed by their duly authorized representative on this day and year.

Year of Original Contract: July 1, 2022 **Contract Renewal Year:** 2 3 4

ATTEST:

Signature of Witness for SFA

Name of School Food Authority

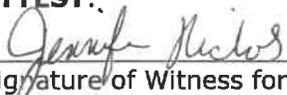
Signature of SFA Representative

Name

Title

Date

ATTEST:



Signature of Witness for FSMC

Compass Group USA, Inc.,
by and through its Chartwells Division

Name of Food Service Management Company



Signature of FSMC Representative

Amy Shaffer

Name

CEO, Chartwells K12

Title

4/18/2023

Date

Summaries of K-5 Recommended Lessons

Pre-Sexual/Health Education (K-3) and Sexual Health Education (4th - 5th) Curriculum

Kindergarten

Different Kinds of Families

- Objective: To teach students to respect and value the varying types of family structures within our society/community.

My Space, Your Space

- Objective: To teach students the importance of respecting one another's personal space and how to identify "good touch, bad touch".

Star of the Week

- Objective: To highlight that every student is an important member of the classroom and LCS community.

Paper People

- Objective: To teach students that being a unique individual is important and that everyone can learn from others' differences/likenesses.

First Grade

Friendships

- Objective: To teach students about friendships and how to be a good friend.

The Circle of Life

- Objective: To teach students the difference between living and nonliving things and what can/cannot reproduce.

My Space, Your Space

- Objective: To teach students the importance of respecting one another's personal space and how to identify "good touch, bad touch"

Second Grade

Bullying is Never OK!

- Objective: To teach students that bullying is wrong and what to do when they encounter it.

Cut it Out! Making Teasing and Bullying Stop

- Objective: To teach students how to identify bullying and how to respond to it effectively.

My Space, Your Space

- Objective: To teach students the importance of respecting one another's personal space and how to identify “good touch, bad touch”.

Seeking Help

- Objective: To teach students when they need to seek out help from adults.

Third Grade

Respect for All

- Objective: To teach students that everyone deserves to be treated with respect and dignity.

Feeling Safe

- Objective: To teach students how to set personal boundaries and how to handle situations when their boundaries are crossed.

Teasing, Harassment, and Bullying

- Objective: To teach students strategies on how to deal with teasing, harassment, and bullying by assessing hypothetical scenarios.

Personal Timeline

- Objective: To help students understand the different stages of human growth and development.

*Review, if needed: My Space, Your Space and Seeking Help (Lessons above)

Fourth Grade- Sexual Health Education Begins (Year 1)

Understanding Our Bodies - The Basics

- Objective: To teach students the correct names for anatomical body parts.

Your Body, Your Rights

- Objective: To teach and educate students about sexual harassment and sexual abuse.

Taking a Stand Against Bullying

- Objective: To teach students how to help others that are being bullied/teased/harassed.

Figuring Out Friendships

- Objective: To teach students the importance of recognizing the characteristics of both positive and negative relationships.

*Review, if needed: My Space, Your Space and Seeking Help (Lessons above)

Fifth Grade - Sexual Education Continues (Year 2)

Understanding Our Bodies

- Objective: To teach students how to correctly identify and label sexual and reproductive anatomical body parts.

Making Sense of Puberty

- Objective: To teach students about puberty and how it will affect their bodies.

Sexual and Reproductive Anatomy

- Objective: To teach students to correctly identify sexual and reproductive anatomical body parts on their own.

Puberty and Reproduction

- Objective: To teach students that going through puberty prepares the body for the ability to reproduce.

Learning About HIV and STDs

- Objective: To teach students about HIV/STD transmission and prevention.

Being Clear with Friends

- Objective: To teach positive ways to communicate with others that have different opinions, the importance of employing refusal skills, and how to walk away when situations are uncomfortable.

*Review, if needed: My Space, Your Space and Seeking Help (Lessons above)

Lincoln Consolidated Schools Sexual Education Advisory Board (SEAB)

What is SEAB?

SEABs are required by the State of Michigan. The state language is:

- *Mandate for an advisory board. A school district shall not offer this [sex education] instruction unless a sex education advisory board is established by the board of the school district. §380.1507(5)*
- This means that whatever has been taught to date can still be taught. There just cannot be anything new taught unless it is approved by the district's SEAB.

The role of the SEAB (language from the State of Michigan) is to:

- *Establish program goals and objectives for pupil knowledge and skills that are likely to reduce the rates of sex, pregnancy, and sexually transmitted diseases. This subdivision does not prohibit a school district from establishing additional program goals and objectives that are not contrary to this section, section 1169, or section 1507b.*
- *Review the materials and methods of instruction used and make recommendations to the board of the school district for implementation. The advisory board shall take into consideration the school district's needs, demographics, and trends, including, but not limited to, teenage pregnancy rates, sexually transmitted disease rates, and incidents of student sexual violence and harassment.*
- *At least once every 2 years, evaluate, measure, and report the attainment of program goals and objectives established under subdivision (a). The board of a school district shall make the resulting report available to parents in the school district. §380.1507(5a)*

SEAB Mission and Vision Statements

Mission Statement:

The mission of the Lincoln Consolidated Schools Sex Education Advisory Board is to:

- Facilitate dialog among key stakeholders in the LCS community to determine an adequate and appropriate education that meets the ongoing needs of the population.
- To evaluate and select quality evidence-based sexual and reproductive health curriculum.

Lincoln Consolidated Schools Sexual Education Advisory Board (SEAB)

Vision Statement:

Lincoln Consolidated Schools' Sex Education Advisory Board aims to reduce the burden of adverse sexual and reproductive health consequences for the LCS population using generally accepted outcome measures.

[SEAB Roster](#) and [By-Laws](#)

Stakeholder Surveys

Surveys were compiled and used to assess the needs and wants of our LCS community regarding Sexual Education for our students. The district shared the surveys on the district website and surveys were sent to all stakeholders via robocall.

[Parent/Community and Student Survey](#)

[Staff Survey](#)

[K-5 Survey Results](#)

SEAB Pre-Work

The SEAB team learned about the developmental stages of children from renowned, notable psychologists. The psychologists that were reviewed were: [Erik Erikson](#), [Sigmund Freud](#), and [Abraham Maslow](#). Additionally, an article from the [American College of Pediatrics](#) titled [The Teenage Brain Under Construction](#) has proved to be considerably helpful in making decisions for our teenage students (MS and HS). Furthermore, everyone on the team is a parent - some of the SEAB members have adult children and some still have young children at home.

SEAB Goals and Objectives for K-5

It is the goal of the SEAB team to provide a curriculum that is comprehensive and appropriate for each level of LCSD students. Careful consideration of maturation levels of our students has been considered throughout the process of selecting sexual education materials/curriculum choices for our students. Furthermore, data was collected from our stakeholders (community members, staff, and student surveys) to ensure that decisions are data driven.

The overall objectives of the SEAB's K-5 important work is to design a program of instruction to educate students on the following topics: respect, friendships, personal

Lincoln Consolidated Schools Sexual Education Advisory Board (SEAB)

boundaries and safety, refusal skills, consent, how to deal with bullying/teasing/harassment, anatomical body parts, human development, reproduction, HIV/STDs, and avoiding risky behaviors.

K-5 Sexual Education

Sexual education is not recommended to be taught for students in grades K-3. Instead, the SEAB is recommending a curriculum for K-3 that will prepare students in understanding and maintaining healthy relationships, understanding good touch/bad touch, being kind to one another, and how to advocate for one's self.

[Recommended K-5 Curriculum](#)

[K-5 Curriculum Summaries](#)

SEAB Survey Results

*Categories that received approximately 50% and above were deemed to be in the interest of all stakeholders to be taught to our students.

K-2 Lower Elementary Topics

- **Key Curriculum Concepts for K-2** : Discussing feelings , relationships skills, positive relationship building skills, and personal safety
 - Results from Surveys:
 - Community (Parent, Student, and Community Members)
 - 20% of respondents feel that we should: Encourage students to talk with their parents and other trusted adults about feelings, relationships, and setting limits.
 - 29.7% of respondents feel that we should: Teach students how to identify positive characteristics of positive friendships including initiating, maintaining, and ending friendships.
 - 62.6% of respondents feel that we should: Teach students personal safety concepts, such as good touch-bad touch, your body is your own, stranger danger, and identifying trusted adults who can help.
 - 89% of respondents stated that support lessons for K-2 students if they are age level appropriate.
 - LCS Staff
 - 106/164 (64%)respondents feel that we should: Teach students personal safety concepts, such as good touch-bad touch, your body is your own, stranger danger, and identifying trusted adults who can help.

Upper Elementary (3-5) Topics

- **Key Curriculum Concepts for Grades 3 - 5**: Discussing feelings , relationships skills, positive relationship building skills, personal safety, puberty and adolescence
 - Results from Surveys:
 - Community (Parents, Students, and Community Members)
 - 59.9% of respondents feel that we should: Teach boys and girls about the physical, emotional, and social changes of puberty and adolescence.
 - 28% of respondents feel that we should: Teach anatomy that describes male and female reproductive anatomy and function.
 - 31.7% of respondents feel that we should: Encourage students to talk with their parents and other trusted adults about feelings, relationships, and setting limits.
 - 40.2% of respondents feel that we should: Teach students how to identify positive characteristics of positive friendships including initiating, maintaining, and ending friendships.
 - 21.2% of respondents feel that we should: Teach students personal safety concepts, such as good touch-bad touch, your body is your own, stranger danger, and identifying trusted adults who can help.

- 89% of respondents stated that support lessons for 3-5 students if they are age level appropriate.
- LCS Staff
 - 115/164 of respondents feel that we should: Teach boys and girls about the physical, emotional, and social changes of puberty and adolescence. (70%)
 - 54/164 of respondents feel that we should: Teach anatomy that describes male and female reproductive anatomy and function. (32%)
 - 106/164 of respondents feel that we should: Encourage students to talk with their parents and other trusted adults about feelings, relationships, and setting limits. (64%)
 - 119/164 of respondents feel that we should: Teach students how to identify positive characteristics of positive friendships including initiating, maintaining, and ending friendships. (72%)
 - 46/164 of respondents feel that we should: Teach students personal safety concepts, such as good touch-bad touch, your body is your own, stranger danger, and identifying trusted adults who can help. (indicated that it should be lower) (28%)
 - 56/164 of respondents feel that we should: Teach skills to avoid risky behaviors (developmental skills) such as decision making, communication assertiveness, refusal and negotiation to avoid risky situations. (34%)
 - 44/164 of respondents feel that we should: Teach sexual identification/ sexual orientation or gender identification (26%)

SEAB K-5 Curriculum Recommendations

May 8, 2023

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The Role of the SEAB by the State of Michigan:

- *Establish program goals and objectives for pupil knowledge and skills that are likely to reduce the rates of sex, pregnancy, and sexually transmitted diseases. This subdivision does not prohibit a school district from establishing additional program goals and objectives that are not contrary to this section, section 1169, or section 1507b.*
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The overall objectives of the SEAB's K-5 important work is to design a program of instruction to educate students on the following topics: respect, friendships, personal boundaries and safety, refusal skills, consent, how to deal with bullying/teasing/harassment, anatomical body parts, human development, reproduction, HIV/STDs, and avoiding risky behaviors.

K-5 Sexual Education Recommendations

Sexual education is not recommended to be taught for students in grades K-3. Instead, the SEAB is recommending a curriculum for K-3 that will prepare students in understanding and maintaining healthy relationships, understanding good touch/bad touch, being kind to one another, and how to advocate for one's self.

[K-5 Curriculum Summaries](#)

[Recommended K-5 Curriculum](#) - [How to Use Doc](#)

K-5 Recommended Pre-Sexual Health Education and Sexual Health Education Curriculum

Kindergarten

[Different Kinds of Families](#)

[My Space, Your Space](#)

[Star of the Week](#) (Optional Supplemental Lesson) - The SEAB recommends that this be a year long, weekly lesson.

[Paper People](#)

First Grade

[Friendships](#)

[The Circle of Life - PPT](#)

[My Space, Your Space](#)

Second Grade

[Bullying is Never OK!](#)

[Cut it Out! Making Teasing and Bullying Stop - PPT](#)

[My Space, Your Space](#)

[Seeking Help](#)

Third Grade

[Respect for All](#)

[Feeling Safe](#)

[Teasing, Harassment, and Bullying](#)

[Personal Timeline](#)

Review: [My Space, Your Space](#) and [Seeking Help](#)

Fourth Grade- Sexual Health Education Begins

[Understanding Our Bodies - The Basics - PPT](#)

[Your Body, Your Rights](#)

[Taking a Stand Against Bullying](#)

[Figuring Out Friendships](#)

Review: [My Space, Your Space](#) and [Seeking Help](#)

Fifth Grade - Year 2 of Sexual Education (Omit Anything that Relates to Gender Roles and/or Sexual Preferences)

[Understanding Our Bodies - PPT](#)

[Making Sense of Puberty](#)

[Sexual and Reproductive Anatomy - PPT](#)

[Puberty and Reproduction - PPT](#)

[Learning About HIV and STDs](#)

Being Clear with Friends

Review: My Space, Your Space and Seeking Help