

KALAMAZOO PUBLIC SCHOOLS
Office of the Superintendent
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Kalamazoo, MI 49008
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February 18, 2025

**MEETING ANNOUNCEMENT FOR THE
KALAMAZOO PUBLIC SCHOOLS BOARD OF EDUCATION**

A regular meeting of the Board of Education of the Kalamazoo Public Schools will be held on Thursday, February 20, 2025, at 7:00 p.m. in the Board Room of the Administration Building, 1220 Howard Street, Kalamazoo, MI 49008. The meeting will be live streamed on Public Media Network on the Live TV Channel PMN 5: <https://publicmedianet.org/pmn-five/>.

The Board of Trustees, Superintendent, and senior staff will have an informational dinner meeting at 5:30 p.m. in the Superintendent's office area and will also discuss any matters that may come before the Board.

KALAMAZOO PUBLIC SCHOOLS

Jennie Hill, Secretary
Board of Education

- ❖ Please contact the Superintendent's Office in advance of the meeting if auxiliary aids or services for individuals with disabilities are needed.
- ❖ Official minutes of Kalamazoo Public Schools Board of Education open meetings are available for inspection within eight working days of the meeting at the Superintendent's Office, 1220 Howard Street, Kalamazoo, MI 49008.

**POLICY
of the
BOARD OF EDUCATION
KALAMAZOO PUBLIC SCHOOLS**

1.2 Public Participation During a Meeting of the Board of Trustees

Policy

While balancing legitimate privacy interests of students and staff, the Board of Trustees welcomes community input at public meetings of the Board of Trustees.

Specifics

1. Persons requesting to address the board will be asked to complete a sign-in sheet by the end of the public comment period. The portion of that sign-in sheet requiring completion will include: name, school district in which the person resides, and connection to/interest in the Kalamazoo Public Schools. The optional portion will be held private and will include: mailing address, email address, phone number, topic about which they will be speaking and, if authorized and applicable, the organization they represent.
2. The presiding board officer will invite persons to come to the podium in the order in which the sign-in sheets were completed.
3. If after 30 minutes everyone who has completed a sign-in sheet has not had the opportunity to address the board, the public comment period will be tabled and resume before adjournment.
4. Speakers have three minutes each and must stop speaking promptly when signaled.
5. Speakers may not address confidential student or personnel matters, but may submit such concerns to the board in writing.
6. Speakers are encouraged to provide the board with a written copy of their comments and other appropriate supporting documentation, which will be copied and distributed as needed to appropriate staff/personnel.
7. The public is required to exercise common courtesy during the meeting and must follow rule of order. The presiding board officer may terminate public comments that are profane, vulgar, or defamatory, especially if these comments result in a disturbance or breach of peace. Personal attacks against an employee or board member that are totally unrelated to his or her duties are prohibited. If a person engages in disruptive conduct or is out of order, the board presiding officer will strike his or her gavel and warn the person to discontinue their behavior. Further disruptions will result in the person being asked to leave. Refusal to leave will result in being escorted out of the building. (MCL 380.1808)

Adopted: February 13, 2003

Revised: December 17, 2009

Revised: June 25, 2013

Adopted: December 19, 2019

This policy supersedes all other policies on this issue.

KALAMAZOO PUBLIC SCHOOLS
Board of Education Meeting
1220 Howard Street, Kalamazoo, MI 49008
February 20, 2025 – 7:00 p.m.
A G E N D A

- I. Call to Order**
- II. Pledge of Allegiance**
- III. Acceptance of Agenda**
- IV. Attendance**
- V. Board Recognitions**
- VI. Committee Reports/School Reports**
- VII. Correspondence**
- VIII. Consent Calendar Items**
 - A. Minutes**
January 23, 2025 Regular Meeting Minutes
 - B. Business and Financial Reports**
Purchase Request 2025-23, 2025-24, 2025-25, and 2025-26
 - C. Personnel Items**
Personnel Changes
- IX. Reports and Recommendations**
 - A. Superintendent's Report**
 - B. Middle and High School Course and Program Recommendations for 2025-2026 First Reading**
- X. Persons Requesting to Address the Board (3-minute individual limit)**
- XI. Other Business**
 - A. MASB Region 6 Board of Directors Election**
 - B. Travel request for Karla Murphy**
- XII. Comments by Trustees/Superintendent**
- XIII. Closed Session (if needed)**
- XIV. Next Regular Board of Education Meeting: Wednesday, March 5, 2025 – 7:00 p.m.**

KALAMAZOO PUBLIC SCHOOLS
Board of Education Meeting
1220 Howard Street
January 23, 2025 - Regular Meeting Minutes

I. Call to Order

President Harrison called the meeting to order at 7:00 p.m.

II. Pledge of Allegiance

The Pledge of Allegiance was recited.

III. Acceptance of Agenda

President Harrison called for a motion to accept the agenda.

MOTION: Trustee Sholler-Barber, supported by Secretary Hill, moved to accept the agenda.

Disposition: Voice vote; all in favor. The motion was carried unanimously by trustees present.

IV. Attendance

Board members present: TiAnna Harrison, Carol McGlinn, Jennie Hill, Karla Murphy, Takisha Johnson, Yvonne Payton, and Patti Sholler-Barber. Dr. Slade was also present.

V. Board Recognitions

Joletta Drake, principal of Prairie Ridge Elementary, recognized students Aurora Dimond, Deontae Fuller, Kairo Sanders, Dulce Espinoza, and Cameron Harris.

Heather Kortlandt, director of the Kalamazoo Math and Science Area, recognized teacher Shannon Houtrouw on his selection by the White House for a Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST) from Michigan in the Mathematics award category.

VI. Committee Reports/School Reports

Vice President McGlinn provided updates from the Operations/Financial Affairs Committee. The committee met on January 13. Director of Facilities Karen Jackson discussed the drinking water plans for the district. These plans were due January 21. Many buildings have bottled water filling stations put in place already. Chief Financial Officer Laura Kayser reviewed the updated budget calendar and discussed the revenue conference that took place in January.

VII. Correspondence

Secretary Hill reported the correspondence for the period January 8 - January 21, 2025.

- Email received January 9 from Colin Rose with News Channel 3 regarding questions about El Sol. Dr. Slade and Secretary Hill replied on January 22.
- Email received January 20 from Ashly Drenth regarding ICE procedures and guidelines. Dr. Slade and Secretary Hill replied on January 22.

- Email received January 21 from Margaret Wilson regarding El Sol location concerns. Secretary Hill replied on January 22.

VIII. Consent Calendar

President Harrison presented the Consent Calendar items: VIII.A.1 January 9, 2025, Regular Meeting Minutes, January 11, 2025 Board Advance Minutes, VIII.B. Purchase Recommendations 2025-21, 2025-22, and VIII.C. Personnel Changes.

MOTION: Treasurer Murphy, supported by Trustee Johnson, moved to accept the Consent Calendar.

Disposition: Voice vote; all in favor. Motion carried unanimously by trustees present.

Discussion from the board:

Patti Sholler-Barber

- Thanked the community members who voted for the bonds so repairs can be made to building roofs.

IX. Reports and Recommendations

A. Superintendent's Update

Dr. Slade discussed school closures and how the district decides to close. He informed the community that the Michigan Department of Education allocates six days of "forgiven time" that can be used for district closures. The State Superintendent can allocate up to three additional days of forgiven time.

He thanked Director of Transportation Terri Aman and Assistant Superintendent of Secondary Schools Craig McCane for their part in gathering information for inclement weather closings.

He thanked Chief of Marketing and Communications Susan Coney for handling all communication involved with the closures.

He thanked Director of Technology Systems and Services Ian Haight and Coordinator of Assessment, Evaluation, and the Academically Talented Program Dr. Lindsay Noakes for presenting at the PowerSchool parent meeting.

B. New El Sol Elementary School

Dr. Slade recommended the Board approve the construction of the new El Sol Elementary School at 1428 Baker Drive, Kalamazoo, Michigan. He also recommended KPS form a committee to discuss future plans for the current El Sol site.

President Harrison called for a motion to approve the construction of the new El Sol Elementary School at 1428 Baker Drive, Kalamazoo, Michigan.

MOTION: Trustee Sholler-Barber, supported by Trustee Payton and Trustee Johnson, moved to accept the motion.

Disposition: Voice vote; all in favor. The motion was carried unanimously by trustees present.

Discussion from the board:

Patti Sholler-Barber

- Thankful for the bonds to be able to have the funds to move and grow the El Sol program if needed.
- Shared that the move is all about students.
- Grateful that Dr. Slade is concerned about the current El Sol site.

Yvonne Payton

- Drove out to the potential site on Baker Drive Feels it will be a perfect place for a new El Sol building.

Takisha Johnson

- Grateful the board took their time on making a decision and worked with the community to make a decision.
- Feels there needs to be an immersion program for middle school as well.

Carol McGlinn

- Appreciates all who gave input and understands this is a big issue for the Vine neighborhood.
- Happy to know there is a committee forming to see what can be done with the current site.
- Confirmed the entire current El Sol site will not be a parking lot.
- Hopes that with the new building, there is potential to grow the program and include middle school later on.
- Acknowledged the vibrancy in the Vine neighborhood with all the programs being housed at the Community Education Center.

Karla Murphy

- Reminded the community that she was elected to think about student safety.
- Acknowledged the current El Sol building is not safe for students and they would not be able to make it safe without giving up the playground.
- Students shared that these are the top three things they love about school. These are the blacktop, basketball hoops, and playground.
- Soccer is the most popular thing she has heard El Sol families want. The new location can accommodate that request.

Jennie Hill

- Acknowledged the opportunity to grow the program to middle school with the larger site.
- Thanked Dr. Slade for wanting to form a committee for deciding what to do with the current El Sol site.

TiAnna Harrison

- Thanked the community for supporting the bond.

- Acknowledged to the members of the Vine community and showed appreciation for all the effort and work they put in with advocating for the neighborhood.
- Said that unity is the core of what the board is attempting to achieve.
- Reminded the community that student safety is the most important thing.

X. Persons Requesting to Address the Board (3-minute individual limit)

Public comments/audience participation. No actions taken.

XI. Other Business

- A. Travel request for TiAnna Harrison
- B. Travel request for TiAnna Harrison
- C. Travel request for Karla Murphy
- D. Travel request for Patti Sholler-Barber

XII. Comments by Trustees/Superintendent

Jennie Hill

- Thanked Mr. Haight. She attended the PowerSchool meeting and learned a lot.
- Thanked Mr. McCane for the trimester/semester meeting.
- Thanked Facilities for all their hard work.
- Announced KPS plumbers are saving pop cans to support the Loy Norrix lacrosse team.

Patti Sholler-Barber

- Thanked the bus drivers especially for their work during this season to keep children safe and ensuring students are arriving at school and home on time.
- Thanked all who supported the bond.
- Thanked senior staff who worked over snow days.
- Thanked Mr. Craig McCane for hard work on the trimester/semester meeting. Thanked Dr. Angela Justice for her work on the course bulletin.
- Thanked Dr. Slade for establishing a committee for the El Sol site.
- Thanked the board for all their dedication and involvement.
- Sports update:
 - Loy Norrix had a successful trip to Little Caesars Arena on January 9. The men's and women's varsity teams faced Cadillac on the court. The students on the trip and the teams went to Wayne State and the African American History Museum and then watched the Pistons play the Golden State Warriors. About 100 students made the trip.
 - The men's swimming and diving team remains unbeaten. The men's bowling team is still in first place.
 - The competitive cheer team won the Loy Norrix Invitational last weekend.
 - The third annual men's basketball showcase event titled "Love and Basketball" will take place on Saturday, February 1. There will be six games including teams Loy Norrix and Phoenix.
 - On Saturday Kalamazoo Central hosted the Ron Russo Wrestling Classic in honor of long time wrestling coach, Ron Russo. We had 20 schools in the boy's division and 33 schools in the girl's division. Wrestling started at 9:00 am and concluded at 7:00 pm.

- Kalamazoo Central men's varsity basketball team is having a stellar season. They are currently first in the SMAC and ranked 40th in the state after their loss on Saturday to Ferndale. Their record is currently 9 wins and 2 losses.

Karla Murphy

- Acknowledged Heather Kortlandt and the KAMSC program. Thanked KAMSC for their work with teaching cyber security.
- Thankful for the clean water that will be in all buildings. Very excited for the refillable bottle stations for all students.
- Reminded the community about all upcoming meetings. Urged the community to ask questions.
- Grateful for the committee that will be formed for El Sol.

Takisha Johnson

- Thanked everyone who showed up to tonight's meeting.
- Grateful for the superintendent and leadership team for their hard work.
- Urged everyone to work with their community and be aware of the resources offered to all.

TiAnna Harrison

- Recognized January is Board Appreciation Month. She has been serving for over 10 years and is very appreciative to the community for allowing her to do this work.
- Thanked all the board members and all she serves with for their work behind the scenes.
- Acknowledged the great work Mr. McCane and Ian Haight did with their presentations at the community meetings.
- Reminded the community about the district chain of command.
- Requested the Vine community to hold up the Eastside community.

Dr. Slade

- Thanked Nicole DeGraaf for her hard work.
- Thanked KEA President Heather Reid for meeting with him monthly.

XIII. Closed Session (if needed)

Not needed.

XIV. Next Board of Education Meeting

The next Regular Board of Education meeting is Thursday, February 6, 2025, at 7:00 p.m.

MOTION: Trustee Johnson, supported by Trustee Sholler-Barber, made a motion to adjourn the meeting.

Disposition: Voice Vote; all in favor. Motion carried unanimously by trustees present.

President Harrison adjourned the meeting at 7:54 p.m.

Respectfully submitted,

Nicole DeGraaf, Recording Secretary,
on behalf of Jennie Hill,
Secretary, Board of Education

KALAMAZOO PUBLIC SCHOOLS
PURCHASE RECOMMENDATION DATA SHEET

Board Meeting Date: February 20, 2025
Request Number: 2025-23
Amount: \$119,433.00

Item: Community Education Center Chiller Barrel Replacement

Cost Center: 2022 Bond

Cost Center Representative (s) Attending Board Meeting: Cory Caswell

Description of Need:

This purchase recommendation is for the removal and replacement of the chiller evaporator barrel at the Community Education Center. This chiller services Chenery Auditorium and currently has less than 50% capacity. This work will require a crane to remove the old and set the new barrel. It is anticipated that this work will take place during spring break.

Vendor: R.W. Lapine
Kalamazoo, MI

Number of Proposals Requested: 3 **Received:** 2

Low Bid Accepted? Yes

Additional Information:

Bid	\$108,575.00
Contingency	<u>10,858.00</u>
Total	\$119,433.00

KALAMAZOO PUBLIC SCHOOLS
PURCHASE RECOMMENDATION DATA SHEET

Board Meeting Date: February 20, 2025
Request Number: 2025-24
Amount: \$1,792,031.00

Item: Loy Norrix Mechanical Improvements

Cost Center: 2022 Bond

Cost Center Representative (s) Attending Board Meeting: Craig McCane and Cory Caswell

Description of Need:

This purchase recommendation is for the general trades and elevator work at Loy Norrix High School this summer and for summer, 2026. We are upgrading the elevators in K-wing and J-wing as well as all new mechanical in C, K and M wings. Work will begin this summer and will be completed in the fall of 2026.

On December 19, 2024, the Board approved PR #2025-20 which included mechanical, electrical and interior finishes for these projects. This purchase recommendation combined with PR #2025-20 total \$9,410,065 for interior work at Loy Norrix.

Vendor: See attached spreadsheet

Number of Proposals Requested: 22 **Received:** 2

Low Bid Accepted? Yes

Additional Information:

Budget	\$1,850,000.00
Bid	\$1,629,119.00
Contingency	<u>162,912.00</u>
Total	\$1,792,031.00
(Under)Over Budget:	(\$57,969.00)

CONTRACTOR RECOMMENDATIONS

Project: LOY NORRIX HIGH SCHOOL Mechanical Improvements - General Trades & Elevator

Owner: Kalamazoo Public Schools

Architect: TowerPinkster

Construction Manager: The Skillman Corporation

Bid Date: January 21, 2025

<u>BID CATEGORY</u>	<u>RECOMMENDED CONTRACTOR</u>	<u>BID AMOUNT</u>	<u>ALTERNATES</u>	<u>TOTAL AMOUNT</u>
General Trades	Miller-Davis Co. Kalamazoo, MI	\$1,233,900		\$1,233,900
Elevator	McNally Elevator	\$395,219		\$395,219
TOTAL AMOUNT OF AWARD:				<u>\$1,629,119</u>

KALAMAZOO PUBLIC SCHOOLS
PURCHASE RECOMMENDATION DATA SHEET

Board Meeting Date: February 20, 2025
Request Number: 2025-25
Amount: \$3,404,552.00

Item: Kalamazoo Central High School Athletic and Exterior Improvements

Cost Center: 2022 Bond

Cost Center Representative (s) Attending Board Meeting: Craig McCane and Greg Straka

Description of Need:

This purchase recommendation includes the following 2022 bond projects at Kalamazoo Central High School:

Replace lawn athletic football field with turf
Replace fencing around football stadium
Construct permanent band viewing platform
Install barrier free access to exterior stoops
Replace bleacher pipe railing at football stadium

This work will take place this summer.

Vendor: See attached spreadsheet

Number of Proposals Requested: 57 **Received:** 12

Low Bid Accepted? Yes

Additional Information:

Budget	\$3,260,960.00
Bid	\$3,095,047.00
Contingency	<u>309,505.00</u>
Total	\$3,404,552.00
(Under)Over Budget:	\$ 143,592.00

CONTRACTOR RECOMMENDATIONS

Project: KALAMAZOO CENTRAL HIGH SCHOOL Athletic Improvements

Owner: Kalamazoo Public Schools

Architect: TowerPinkster

Construction Manager: The Skillman Corporation

Bid Date: January 30, 2025

<u>BID CATEGORY</u>	<u>RECOMMENDED CONTRACTOR</u>	<u>BID AMOUNT</u>	<u>ALTERNATES</u>	<u>TOTAL AMOUNT</u>
General Trades	Hall Builders, LLC	\$841,950	\$470,840	\$1,312,790
Sitework	Water Management Specialist, Inc. Mason, MI	\$1,052,072	\$29,375	\$1,081,447
Synthetic Turf	Astro Turf Great Lakes Novi, MI	\$588,648	(\$13,815)	\$574,833
Fencing	Straight Line Fence Grand Rapids, MI	\$125,977		\$125,977
TOTAL AMOUNT OF AWARD:				<u><u>\$3,095,047</u></u>

KALAMAZOO PUBLIC SCHOOLS
PURCHASE RECOMMENDATION DATA SHEET

Board Meeting Date: February 20, 2025
Request Number: 2025-26
Amount: \$55,751.00

Item: 2025 GMC Sierra 3500HD 4WD

Cost Center: Systemwide Vehicle Replacement

Cost Center Representative(s) Attending Board Meeting: Terri Aman

Description of Need:

This purchase recommendation is to replace a truck at Transportation. The truck replaces a truck that needed to be removed from the road due to age and mileage.

Vendor: Todd Wenzel Buick GMC of Westland
Westland, MI

Number of Proposals Requested: N/A **Received:** N/A

Low Bid Accepted? N/A

Additional Information:

This purchase is made through the MiDEAL Program. It is an extended purchasing program that allows Michigan local units of government to use state contracts to buy goods and services. Local governments benefit directly from the reduced costs of goods and services. The MiDEAL Program is authorized by Michigan legislation and has been in existence since 1984.

KALAMAZOO PUBLIC SCHOOL
Office of the Superintendent

TO: Board of Trustees

FROM: Dr. Darrin Slade, Superintendent

DATE: February 20, 2025

SUBJECT: Personnel Changes

RECOMMENDATION: It is recommended that the board approve the following employment changes:

- I. Employment
 - A. Professional/Management
Dawn M. McAlpine, Kindergarten Teacher, Lincoln International Studies School, 01/20/2025
 - B. Classified
Alexander W. Blanton, Special Education Resource Room Paraprofessional, Arcadia Elementary School, 01/27/2025
Kiara R. Forte, Character Development Coach, Kalamazoo Central High School, 02/17/2025
- II. Promotions/Key Transfers
 - A. Professional/Management
 - B. Classified
Tajane B. Hawkins, transfer from Assistant School Secretary - Guidance Office to Lead School Secretary, Hillside Middle School, 01/27/2025
- III. Leaves of Absence
 - A. Professional/Management
 - B. Classified
- IV. Terminations
 - A. Professional/Management
Amber E. Delos Angeles, Art Teacher, Hillside Middle School, Resignation, 03/27/2025
 - B. Classified
- V. Termination from Leave of Absence
 - A. Professional/Management
 - B. Classified
- VI. Return from Leave of Absence
 - A. Professional/Management
 - B. Classified
- VII. Lay-offs
 - A. Professional/Management
 - B. Classified

KALAMAZOO PUBLIC SCHOOLS
Office of the Superintendent

To: Board of Trustees
From: Dr. Darrin Slade, Superintendent
Date: February 6, 2025
Subject: Middle and High School Course and Program Recommendations for 2025-2026

RECOMMENDATION:

It is recommended that the Board of Trustees receive for review the following additions, deletions, and other changes to the course and program offerings for incorporation into the 2025-2026 Bulletin of Courses. Actual course offerings are contingent upon staffing, budget, and scheduling.

I. Middle School

A. All Courses

Change the language to each course offering:

~~1 trimester~~ 1 semester

~~2 trimesters~~ 1 semester or 2 semesters (course dependent)

~~3 trimesters~~ 2 semesters

B. Art

Change the title and descriptions of the following courses:

~~Art 6~~ 6th Grade Art Studio

This project-based exploratory art course provides 6th graders with an introduction to creative problem-solving while using a variety of mediums. Students will learn how to use materials and tools appropriately to create personal works of art. Students' work may be selected for exhibitions at the building, district level, and throughout the community.

~~Digital Imaging 6~~ 6th Grade Graphic Design

This 6th Grade Graphic Design course will provide students with the opportunity to explore a broad range of state-of-the-art image editing software. This course has been designed to introduce visual problem-solving through contemporary graphic design for the twenty-first century.

~~Video A~~ 6th Grade Video Production

Course # 20655

This course introduces the care and use of digital video cameras, tripods, audio equipment, and video production software. Camera shots are explored as well as editing video. Pre-production paperwork is introduced. Students will create multiple film productions.

~~Art 7~~ 7th Grade Art Studio

This project-based 7th grade art course provides an exploratory experience in creative problem-solving while using a variety of mediums. Students will learn how to use materials and tools appropriately to create personal works of art. Students' work may be selected for exhibitions at the building and district level and throughout the community.

~~Digital Imaging 7~~ 7th Grade Graphic Design

This 7th Grade Graphic Design course will provide students with the opportunity to explore a broad range of state-of-the-art image editing software. This course has been designed for students to explore visual problem-solving skills through contemporary graphic design for the twenty-first century.

~~Video B~~ 7th Grade Video Production

Course # 20755

This course explores Chroma Key, production manipulation of lighting, cutting on action, three-point story structure, character development, exploring camera shots, and points of view. Throughout the course, students will create three films.

~~Art 8~~ 8th Grade Art Studio

This project-based exploratory art course provides 8th grade students the opportunity to demonstrate creative problem-solving skills while using a variety of mediums. Students will learn how to use materials and tools appropriately to create personal works of art. Students' work may be selected for exhibitions at the building and district level and throughout the community.

~~Basic Design~~ 8th Grade Art Foundations

Elective: 1 Semester (18 weeks)

Course # 10835

Prerequisite: Passed 6th Grade Art Studio or 7th Grade Art Studio AND teacher approval based on artistic behaviors.

This 8th grade art course will provide students with the opportunity to work with a wide variety of 2D and 3D media. Students will demonstrate higher levels of understanding and create increasingly complex works of art. Students will develop the skills necessary for success in high school art programs. ** KPS students who successfully pass this course will receive one-half (0.5) high school credit towards graduation.

~~Digital Imaging 8~~ 8th Grade Graphic Design

This 8th Grade Graphic Design course will provide students with the opportunity to explore a broad range of state-of-the-art image editing software. This course has been designed for students to demonstrate visual problem-solving skills through contemporary graphic design for the twenty-first century.

~~Video C~~ 8th Grade Video Production

Course # 20855

Throughout this course, students will create three films. Students will focus on manipulating speed/direction, keyframes, composition, intended messaging, and copyright.

Remove the following courses:7th Grade

Video A

Video C

8th Grade

Video B

C. Computer Applications

Combine the following courses into one elective course:

~~Computer Applications: Technologies in Our Changing World 6, Computer Applications: Career Life Choices I, Computer Applications~~

Tech SMART: Skills, Media, Applications, Research, Thinking

Course # 15810

This course provides students with essential digital literacy skills including computer fundamentals, digital citizenship, computation thinking, knowledge construction, communication, and innovative design. With reinforcement of foundational technology concepts using a number of web-based programs and tools, students are prepared to leverage technology and thrive in the digital age.

Remove the following courses:

Computer Applications: Technologies in Our Changing World 6

Computer Applications: Career Life Choices I

Computer Applications

D. English

Add the following course for Hillside and Linden Grove

School Newspaper/Journalism 6

Elective • 1 Semester

Course # 30620

Students in this class will collaboratively create a digital School Newspaper. Students will be assigned different aspects of the newspaper based on their strengths and interests. Contents of the newspaper will range from coverage to global events to school community events. Participating in journalism will support students in being global citizens and positively participating in the digital space. This course will support involvement and participation in creating a strong and united school community.

School Newspaper/Journalism 7

Elective • 1 Semester

Course # 30720

Students in this class will collaboratively create a digital School Newspaper. Students will be assigned different aspects of the newspaper based on their strengths and interests. Contents of the newspaper will range from coverage to global events to school community events. Participating in journalism will support students in being global citizens and positively participating in the digital space. This course will support involvement and participation in creating a strong and united school community.

School Newspaper/Journalism 8

Elective • 1 Semester

Course # 30820

Students in this class will collaboratively create a digital School Newspaper. Students will be assigned different aspects of the newspaper based on their strengths and interests. Contents of the newspaper will range from coverage to global events to school community events. Participating in journalism will support students in being global citizens and positively participating in the digital space. This course will support involvement and participation in creating a strong and united school community.

E. English as a Second Language (ESL)

Change the title of the course area

~~English as a Second Language~~ English Language Development (ELD) OR
English Language Development - Integrated

English Language Development:

Change titles and descriptions of the following course offerings:~~ESL~~ ELD 1: Entering

Course# 35110

This course focuses on foundational English language skills for students at the Entering proficiency level. Emphasis is placed on building listening and speaking skills, including basic vocabulary and simple sentence structures. Students will learn to respond to greetings, follow simple instructions, and engage in basic conversations. Foundational literacy skills, such as decoding and recognizing sight words, are also introduced.

~~ESL~~ ELD 2: Emerging

Course# 35210

In this course, students progress to the Emerging proficiency level. Emphasis is placed on expanding communication skills, including asking and answering questions, engaging in simple conversations, and understanding short written texts. Writing instruction focuses on constructing complete sentences and short paragraphs using familiar vocabulary and phrases. The course integrates content from other subjects to help students develop academic language.

~~Bilingual Skills~~ ELD 3: Developing

Course# 35310

Designed for students at the Developing proficiency level, this course emphasizes the use of English in academic and social contexts. Students will engage in longer conversations, read and comprehend multi-paragraph texts, and write organized paragraphs. The curriculum includes academic vocabulary development, critical reading strategies, and collaborative discussions to prepare students for mainstream classes.

English Language Development - Integrated

~~ESL (Classroom Support Services)~~ ELD Literacy

Course# 350430

This standalone course is designed for students needing additional support in foundational literacy skills. Emphasis is placed on reading fluency, phonics, academic language, comprehension strategies, and writing basics. The curriculum includes phonics, vocabulary development, and guided reading activities tailored to students' individual needs. Through targeted instruction, adaptive technology, and interactive activities, students will develop a deeper understanding of texts, enhance their ability to analyze and interpret information, and strengthen their overall literacy skills. This course may be taken alongside ELD 1 or ELD 2.

~~MS Newcomer - Math~~ ELD Numeracy

Course# 350450

This course focuses on foundational math skills tailored for English Learner (EL) students, emphasizing both numeracy and academic language development. Students will explore key math concepts such as basic operations, fractions, decimals, and problem-solving strategies. Instruction integrates math vocabulary and language support to help students build confidence and prepare for mainstream math classes.

~~MS Newcomer - Science~~ ELD Science

Course# 350470

This course introduces foundational science concepts while supporting English language development. Students will engage in topics such as life sciences, earth sciences, and basic physical sciences through hands-on activities, experiments, and visuals. Emphasis is placed on building academic vocabulary and language structures needed to explain observations, analyze data, and discuss scientific phenomena.

~~MS Newcomer - Social Studies~~ ELD Social Studies

Course# 350480

This course provides an introduction to key concepts in history, geography, and civics with a focus on building academic English skills. Students will explore topics such as cultural diversity, community, and basic world history through interactive activities and simplified texts. The course emphasizes vocabulary acquisition, reading comprehension, and critical thinking, preparing students for success in mainstream social studies classes.

F. Extended Learning

Change the title and/or description of the following courses:

~~Algebra Readiness~~ Algebra Readiness 6
Course # 50620

~~Algebra Readiness~~ Algebra Readiness 7
Course # 50720

~~Algebra Readiness~~ Algebra Readiness 8
Course # 50820

~~Reading Strategies and Success Skills~~ Reading Strategies and Success Skills 6
Course # 30631

Reading Strategies and Success Skills 6 is designed to help students improve their reading and writing skills and strategies with narrative and informational text, word identification, and fluency. Successful completion of this course helps students succeed in cross-curricular classes.

~~Essential Academic Success Skills~~ Reading Strategies and Success Skills 8
Course # 30831

Reading Strategies and Success Skills 8 is designed to help students improve their reading and writing skills and strategies with narrative and informational text, word identification, and fluency. Successful completion of this course helps students succeed in cross-curricular classes.

Add the following course offering:

Reading Strategies and Success Skills 7
Course # 30731

Reading Strategies and Success Skills 7 is designed to help students improve their reading and writing skills and strategies with narrative and informational text, word identification, and fluency. Successful completion of this course helps students succeed in cross-curricular classes.

G. Healthy Lifestyles: Health and Physical Education

Change the name and description of the following courses:

~~Physical Education 6~~, 6th Grade Physical Education

Scheduling Note: This course is the required PE class for 6th grade.

This course provides students with an opportunity to achieve and maintain a health and wellness level of physical fitness. Students will increase their knowledge of health-related fitness, motor skills, and individual and team sports. Activities and sports covered may vary based on semester taken.

~~Physical Education 7~~, 7th Grade Physical Education

Scheduling Note: This course is the required PE class for 7th grade.

This course emphasizes a personal commitment to lifetime activities and fitness for enjoyment, challenge, self-expression, and competitive learning. Students will have opportunities to achieve and maintain a health and wellness level of physical fitness which includes fitness testing, individual and team sports. Activities and sports covered may vary based on semester taken. The course will also include a three-week session focused on reproductive health.

~~Physical Education 8~~ 8th Grade Physical Education

Scheduling Note: This course is the required PE class for 8th grade.

This course emphasizes health-related fitness and development of the skills and habits necessary for a lifetime of activity. Students will participate in multiple individual sports, team sports, recreational games, and fitness activities.

Advanced-level skills and strategies will be taught to achieve and maintain a health and wellness level of physical fitness. Activities and sports covered may vary based on semester taken.

Change the name and description of the following course offering:

~~Personal Wellness 7~~ 7th Grade Personal Wellness

~~Elective Physical Education 6~~ 6th Grade Elective Physical Education

This course is an extension of the sixth grade required physical education course.

It gives students who seek to be more active a chance to bring physical activity into the day all year long.

~~Elective Physical Education 8~~ 8th Grade Elective Physical Education

Scheduling note: 8th grade students only

This course is an extension of the eighth grade required physical education course. It gives students who seek to be more active a chance to bring physical activity into the day all year long.

~~Fit 4 Life 6~~ 6th Grade Fit 4 Life

Scheduling note: This course may be taken once per school year.

This course is designed to promote cardiovascular endurance, flexibility, and muscular strength with emphasis on the combination of strength training, speed and agility training, and cardiovascular health. Students will learn about heart rates, BMI, muscle groups and fitness equipment utilization.

~~Fit 4 Life 7~~ 7th Grade Fit 4 Life

Scheduling note: This elective course is taken in addition to the required PE course.

Also, this course may be taken once per school year.

This course is designed to promote cardiovascular endurance, flexibility and muscular strength. An individual strength training program will be implemented with a variety of cardiovascular activities. Students will learn about their heart rates, BMI, muscle groups, and equipment utilization.

~~Fit 4 Life 8~~ 8th Grade Fit 4 Life

Scheduling note: This elective course is taken in addition to the required PE course.

Also, this course may be taken once per school year.

This course is designed to promote cardiovascular endurance, flexibility, and muscular strength with emphasis on the combination of strength training, speed and agility training, and cardiovascular health. Students will learn about heart rates, BMI, muscle groups and fitness equipment utilization.

~~Health Lifestyles/Physical Education~~ 6th Grade Healthy Lifestyles

Locations: Maple Street Milwood Middle, Linden Grove

Scheduling note: This elective course is taken in addition to the required PE course.

Students will combine physical fitness, nutrition education, and positive communicative skills to pursue a healthy lifestyle and promote lifelong wellness. They will assess the effect of food choices on individual health, and learn how to plan nutritious meals.

~~Healthy Lifestyles/Physical Education~~ 7th Grade Healthy Lifestyles

Locations: Maple Street Milwood Middle, Linden Grove

Scheduling note: This elective course is taken in addition to the required PE course.

Students will combine physical fitness, nutrition education, and positive communicative skills to pursue a healthy lifestyle and promote lifelong wellness. They will assess the effect of food choices on individual health, and learn how to plan nutritious meals.

~~Healthy Lifestyles/Physical Education~~ 8th Grade Healthy Lifestyles

Locations: Maple Street Milwood Middle, Linden Grove

Scheduling note: This elective course is taken in addition to the required PE course.

Students will combine physical fitness, nutrition education, and positive communicative skills to pursue a healthy lifestyle and promote lifelong wellness. They will assess the effect of food choices on individual health, and learn how to plan nutritious meals.

~~Life Skills-6~~ 6th Grade Life Skills

Scheduling note: This elective is only for 6th grade students

Locations Offered: Hillside and Linden Grove

This course is based on skills that will encourage healthful and productive consumer living. Exploratory units include food and nutrition, hand sewing, family and peer relationships, communication, and consumer skills.

~~Life Skills-7~~ 7th Grade Life Skills

Scheduling Note: This course can only be taken once and is only for 7th grade

Locations Offered: Hillside and Linden Grove

This course is based on skills that will encourage healthful and productive consumer living. Exploratory units include food and nutrition, sewing, health, babysitting, communication, and consumer skills.

~~Life Skills-8~~ 8th Grade Life Skills

Locations Offered: Hillside and Linden Grove

Scheduling note: This course is for 8th grade students only.

This course provides students with a greater depth in the area of consumer living. Instruction includes career and employability skills, self-awareness, food and nutrition, and basic sewing skills.

H. Music

Change the name, length, prerequisites, scheduling note, and/or description of the following courses:

~~On Stage-6~~ 6th Grade Drama

This class is an introduction to drama and acting. Students will learn basic drama vocabulary, perform in short scenes during class, learn the skills of improvisation, and play drama games.

~~On Stage-7~~ 7th Grade Drama

Students will rehearse and perform various types of scenes. This course also covers the basics of set design, makeup, sound, lighting, and costumes.

~~On Stage-8~~ 8th Grade Drama

This class allows students to develop their acting skills. Students will perform short scenes in class and read through a play. This course also introduces the basics of Forensics, the art of competitive speaking, acting, and dramatic reading.

~~Beginning Band-6th~~ Grade Band

~~1 Trimester (12 weeks) or 3 Trimesters (Full Year)~~ 2 Semesters (Full Year)

This class provides the first opportunities for students to learn how to play traditional band instruments, including: flute, clarinet, saxophone, trumpet, horn, trombone, euphonium, and tuba. Percussion (drums) will be placed after the first 9 weeks of this class. In addition to performing on instruments, this class will focus on music-reading skills and ensemble skills such as blend, balance, intonation, and technique. Students who complete this class are eligible to advance to 7th Grade Band Class, 8th Grade Band Class, and High School Band Classes. Please note: participation in performances during and outside of the school day, possibly occurring in the evening or on the weekend, is a required expectation of this course and part of the overall grade.

~~Intermediate Band-7th~~ Grade Band

~~3 Trimesters (Full Year)~~ 2 Semesters (Full Year)

Prerequisite: 6th Grade Band or Director Permission

This class builds upon playing skills and musical knowledge of students who have completed a full year of 6th Grade Band. Students who complete this class are eligible to advance to 8th Grade Band and High School Band Classes. Please note: participation in performances during and outside of the school day, possibly occurring in the evening or on the weekend, is a required expectation of this course and part of the overall grade.

~~Advanced Band~~ 8th Grade Band~~3 Trimesters (Full Year)~~ 2 Semesters (Full Year)

Prerequisite: 7th Grade Band or Director Permission

This class builds upon playing skills and musical knowledge of students who have completed a full year of 7th Grade Band. Students who complete this class are eligible to advance to High School Band Classes. Please note: participation in performances during and outside of the school day, possibly occurring in the evening or on the weekend, is a required expectation of this course and part of the overall grade.

~~Orchestra 6~~ 6th Grade Orchestra~~1 Trimester (12 weeks) or 3 Trimesters (Full Year)~~ 2 Semesters (Full Year)

Prerequisite: 5th Grade Orchestra or Director Permission

This class builds upon playing skills and musical knowledge of students who have completed elementary orchestra. Students who complete this class are eligible to advance to 7th Grade Orchestra, 8th Grade Orchestra, and High School Orchestra. Please note: participation in performances during and outside of the school day, possibly occurring in the evening or on the weekend, is a required expectation of this course and part of the overall grade.

~~Orchestra 7~~ 7th Grade Orchestra~~1 Trimester (12 weeks) or 3 Trimesters (Full Year)~~ 2 Semesters (Full Year)

Prerequisite: 6th Grade Orchestra or Director Permission

This class builds upon playing skills and musical knowledge of students who have completed 6th Grade Orchestra. Students who complete this class are eligible to advance to 8th Grade Orchestra and High School Orchestra. Please note: participation in performances during and outside of the school day, possibly occurring in the evening or on the weekend, is a required expectation of this course and part of the overall grade.

~~Orchestra 8~~ 8th Grade Orchestra~~1 Trimester (12 weeks) or 3 Trimesters (Full Year)~~ 2 Semesters (Full Year)

Prerequisite: 7th Grade Orchestra or Director Permission

This class builds upon playing skills and musical knowledge of students who have completed 7th Grade Orchestra. Students who complete this class are eligible to advance to High School Orchestra. Please note: participation in performances during and outside of the school day, possibly occurring in the evening or on the weekend, is a required expectation of this course and part of the overall grade.

~~Choir 6~~ 6th Grade Choir~~1 Trimester (12 weeks)~~ 2 Semesters (Full Year)

Participation in choir includes using skills of part-singing, group-singing, sight-reading, and vocal production. In addition, the curriculum will include instruction in music history, criticism, evaluation, and listening skills. The relationship between music, the other arts, and disciplines outside the arts will be explored. Please note: participation in performances during and outside of the school day, possibly occurring in the evening or on the weekend, is a required expectation of this course and part of the overall grade.

~~Choir-7~~ 7th Grade Choir~~1 Trimester (12 weeks)~~ 2 Semesters (Full Year)

Participation in choir includes using skills of part-singing, group-singing, sight-reading, and vocal production. In addition, the curriculum will include instruction in music history, criticism, evaluation, and listening skills. The relationship between music, the other arts, and disciplines outside the arts will be explored. Please note: participation in performances during and outside of the school day, possibly occurring in the evening or on the weekend, is a required expectation of this course and part of the overall grade.

~~Choir-8~~ 8th Grade Choir~~1 Trimester (12 weeks)~~ 2 Semesters (Full Year)

Participation in choir includes using skills of part-singing, group-singing, sight-reading, and vocal production. In addition, the curriculum will include instruction in music history, criticism, evaluation, and listening skills. The relationship between music, the other arts, and disciplines outside the arts will be explored. Please note: participation in performances during and outside of the school day, possibly occurring in the evening or on the weekend, is a required expectation of this course and part of the overall grade.

~~Music-6~~ 6th Grade General Music

Scheduling Note: This course may be taken only once.

This is a non-performance class where students will learn about the elements and purpose of music. Students will also learn about music from different cultures around the world

~~Music-7~~ 7th Grade General Music

Scheduling Note: This course may be taken only once.

This is a non-performance class where students will learn the history of modern popular music in America. Students will explore genres from jazz and musical theater to rock and hip hop.

~~Music-8~~ 8th Grade General Music

Scheduling Note: This course may be taken only once.

This is a project-based class. Students will create music using software such as GarageBand and Google Chrome Music Lab. Units include: parody, sampling, remixes, music in film, and hip hop.

Musical Theater 6-8

This course is for the student that is interested in musical theater. Students will have the opportunity to rehearse, perform, direct, and choreograph/stage various scenes from the Broadway genre. In addition to performing and producing, students will learn the historical and cultural significance of various Broadway musicals. All students are expected to both perform and direct/produce. Please note: participation in performances during and outside of the school day, possibly occurring in the evening or on the weekend, is a required expectation of this course and part of the overall grade.

Music Studio

Scheduling Note: This course may be taken only once per year.

Students will have access to a practice space where they can work in small groups or independently on musical objectives of their choice. This course seeks to give students a space during the school day to practice independently, recognizing that there are countless roadblocks for students to practice their music after school hours and with a trained music teacher. This course will teach students how to set and work towards short-term and long-term goals, establishing practice techniques and routines, self-assessment strategies, as well as musical literacy and musical analysis skills, all while offering students the flexibility to work on the music and music literacy objectives that they are most interested in studying. Students will demonstrate knowledge and skills through studio recitals and individual growth plans.

I. Social Studies

Add the following course for Hillside and Linden Grove

Current Events 6

Elective • 1 Semester

Course # 80653

Students will use inquiry based learning on current event topics affecting local, state, national and global communities. Units will start by identifying a specific event or topic, researching the context, investigating the effects, class discussions, and developing solutions or a plan of action. Students will be assessed on all of these phases of the process. Small and whole group collaboration will be vital for students to interpret diverse perspectives. Having a diverse range of current event topics will naturally lead to cross curriculum connections.

Current Events 7

Elective • 1 Semester

Course # 80753

Students will use inquiry based learning on current event topics affecting local, state, national and global communities. Units will start by identifying a specific event or topic, researching the context, investigating the effects, class discussions, and developing solutions or a plan of action. Students will be assessed on all of these phases of the process. Small and whole group collaboration will be vital for students to interpret diverse perspectives. Having a diverse range of current event topics will naturally lead to cross curriculum connections.

Current Events 8

Elective • 1 Semester

Course # 80853

Students will use inquiry based learning on current event topics affecting local, state, national and global communities. Units will start by identifying a specific event or topic, researching the context, investigating the effects, class discussions, and developing solutions or a plan of action. Students will be assessed on all of these phases of the process. Small and whole group collaboration will be vital for students to interpret diverse perspectives. Having a diverse range of current event topics will naturally lead to cross curriculum connections.

J. Spanish

Remove the scheduling note~~Scheduling Note: Available to students in Grades 6 and 7~~

II. High School

A. Graduation Requirements

Update the graduation requirements to the following:

Required Subjects	Current Number of Credits	Recommended Number of Credits Kalamazoo Central Loy Norrix Kalamazoo Virtual	Recommended Number of Credits Phoenix, KILP
English	4	4	4
Mathematics	4	4	4
Science	3	3	3
Social Studies	4	4	3
Physical Education	.5	.5	.5
Health	.5	.5	.5
Visual, Performing, and Applied Arts	1	1	1
World Language	2	2	2
Personal Finance	.5	.5	.5
College and Career Readiness	.5	.5	.5
Computer Applications	.5	0	0
Electives	6.0	5.5-6.0	0-0.5
Total credits needed for graduation	26	24	18
Total credits a student can earn	30	28	19.5

B. All Courses

Change the language to each course offering:

~~1 trimester~~ 1 semester

~~2 trimesters~~ 1 semester or 2 semesters (depending on course)

~~3 trimesters~~ 2 semesters

C. All Advanced Placement (AP) Courses

Change the number of credits from 1.5 to 1.0 to reflect the change to semesters

D. Required Credits and Course Options

Change the language

This language matches the language offered from the Michigan Department of Education regarding the Michigan Merit Curriculum.

English:

~~Students must take one English or English-related course during their senior year~~
Students must have an English experience in their final year of high school.

Mathematics:

~~Students must earn one math or math-related credit during their senior year~~
Students must have a math experience in their final year of high school.

E. Academic Instruction

Add the following course offering:

Seminar

1 Semester • 0.5 Credit

Course #: 91004, 91005

This course is designed to be an educational extension of a student's academic schedule. Seminar provides opportunities for enrichment, encouragement, remediation, and reinforcement of key concepts taught in a student's other courses. All students will be automatically registered for the seminar but can opt out to take additional courses. Recommendation from counselors and/or guardians is required.

Change the course description of the following course offering:

College and Career Readiness

This course provides comprehensive strategies for college and career preparation as students explore college, careers, and training options leading to progressive postsecondary pathways. These pathways include 2-year and 4-year college options, job training, apprenticeships, military services, and entrepreneurship. The integration of cross-curricular concepts such as 21st century skills and critical and creative thinking will engage students to develop key transitioning and learning techniques to include understanding departments on college campuses, personal responsibility, study skills, goal setting, budgeting, time management, financial literacy, decision making, and employability skills. Students will explore scholarship options including the gracious gift of The Kalamazoo Promise. Students will also develop a college and career research project outlining their potential college and career postsecondary plan to help them to reach their promising academic, career, and life goals and aspirations.

F. Art

Change the name, location, and/or description for the following courses:

AP Studio Art Portfolio

Course # 10922, 10923

Students will choose a course of study - AP 2-D, AP Drawing, or AP 3-D - to gain possible credit at the college level. Specifically, students will create a comprehensive portfolio around a subject of study they choose, while learning conceptual art ideas. Emphasis will be placed on documenting practice, experimentation, and revision during this year-long course. Critiquing, presenting, and writing about their art will be a requirement.

~~Basic Design~~ Art Foundations

Students will develop drawing skills while fostering creativity and personal expression. Students will explore techniques in shading, mark-making, and perspective, to create realistic and imaginative compositions. Through hands-on exercises, students will develop an understanding of proportion, depth, and texture, using a variety of drawing tools and materials. This class emphasizes observation, practice, and the creative process to help students bring their ideas to life.

Drawing Studio

Students will develop drawing skills while fostering creativity and personal expression. Students will explore techniques in shading, mark-making, and perspective, to create realistic and imaginative compositions. Through hands-on exercises, students will develop an understanding of proportion, depth, and texture, using a variety of drawing tools and materials. This class emphasizes observation, practice, and the creative process to help students bring their ideas to life.

Eco Art

Scheduling Note: Course only runs on odd years beginning in the 2025-2026 school year.

Students will create art that utilizes nature as its primary subject, while also emphasizing the human relationship between nature, art, and science. 2-D and 3-D art will be produced using natural materials, is done outdoors, and/or has an ecological message. Opportunities for interdisciplinary study with science may include subjects such as Earth Science, architecture, literature, botany, anatomy, and biology.

Graphic Design

Scheduling Note: Course only runs on odd years beginning in the 2025-2026 school year

Students will apply a broad range of digital image editing tools. Students will enhance their digital literacy by examining the different capabilities of image editing software programs and understanding the difference between vector and raster-based imagery. Graphic design, image formatting, photo editing, digital painting will be applied.

~~Cartooning/Comic Drawing~~ Illustration

Students will create visuals intended to accompany other media such as newspapers, children's books, comics, graphic novels, cartoons, and/or video games. Emphasis will be placed on applying stylized drawing techniques, character design, composition, historical connections, and media exploration.

Mixed Media

Students will develop and refine 2-D and 3-D techniques. Students will develop their ability to brainstorm, research, and collect reference images, in order to learn to independently develop ideas for assignments. By combining art materials and techniques, students will develop their artistic skills.

~~Painting~~ Painting Studio

Scheduling Note: Course only runs on odd years beginning with the 2025-2026 school year.

Students will use acrylic and/or watercolor paint as an expressive media. Mark making, mixing colors, building value, and compositional considerations will be studied. Additionally, students will learn to apply techniques to achieve conceptual meaning in their works.

~~Yarn: Weave, Knit, and Sew~~ Fiber Arts

Students will explore the artistic possibilities of natural and synthetic fibers while developing skills in pattern design, color theory, and texture creation. Techniques such as weaving, sewing, crocheting, macrame, and knitting will be developed. Projects will range from traditional crafts to contemporary expressions, allowing students to create functional, decorative, or conceptual works.

Combine the following courses into one course offering:

~~Ceramics as Sculpture and Functional Ceramics~~ Ceramics Studio

Course # 10351

Scheduling Note: Course only runs on even years beginning in the 2026-2027 school year

Students will develop a strong skill base to enable the successful construction of functional and sculptural ceramic objects. Students will create 3-D forms with an emphasis on ideas and concepts. Assignments will provide a backbone for exploration in slab construction, coil building, pinching, glazing, and throwing on the potter's wheel. This course is designed to provide a hands-on studio art experience.

~~Jewelry Design (Advanced) and Jewelry (Beginning)~~ Jewelry Design
Course # 10461

Scheduling Note: Course only runs on even years beginning in the 2026-2027 school year

Students will apply materials, tools, and techniques to create original pieces of jewelry. Emphasis will be placed on the basic skills of design, craftsmanship, and creative expression. Students will build on these skills to explore advanced jewelry techniques.

~~Photography: Digital Imaging I and Photography: Digital Imaging II~~ Photography
Course # 10621

Students will develop skills in creative expressive photography through the technical aspects of digital imaging. Emphasis will be placed on idea development, composition, lighting, and communication through the use of digital equipment.

Remove the following courses:

Abstracted Sculpture
Advanced Art for Portfolio Preparation
AP Art History
Figure Drawing
Object Drawing
Product Design
Representational Sculpture
Watercolor

G. Business Education

Change the description for the following courses:

Accounting A

Students will learn accounting procedures and principles for a service business organized for single-owner businesses and partnership and how accounting is used to record and report business transactions. Students will learn about financial statements such as income statements and balance sheets along the process of recording, adjusting, analyzing revenues and expenses. Students will also learn how assets and liabilities are used and recorded in reporting financial information. This course prepares students for entry-level accounting/finance positions and is recommended for all students interested in pursuing a college degree, as well as students who plan to own and operate their own business. Students taking this class will have the option to earn industry-based certification(s).

Accounting B

As a continuation of Accounting A, students will deepen their knowledge of the accounting information systems and business applications in evaluating assets, liability and equity valuation. Students will also explore emerging technologies used in accounting to record financial information and transactions and will focus on strategic cost analysis in helping a business improve their strategic position. Students will also learn why and how businesses use performance evaluation to forecast their financial performance to improve their strategic position. Students taking this class will have the option to earn industry-based certification(s).

Advanced Accounting

This course is an extension of Accounting B. Students will learn accounting for a merchandising business that is structured as a corporation as they build on their knowledge from previous accounting courses. Students will learn how to analyze the corporation's financial statements to determine how their choices reflect the economics of their corporation as they learn about the necessary tools to analyze financial statements. Students will also explore the importance and role of financial markets in the transition to a net-zero economy. Students will be able to apply these practices if they are interested in working on the buy or sell side. Students taking this class will have the option to earn industry-based certification(s).

Advanced Marketing

In this course students will take a deeper examination of marketing research, social media, company analysis, and competition as they build on their knowledge from the previous marketing courses. Students will develop projects to increase their proficiency in one more marketing area and illustrate appropriate research and management skills as they create targeted marketing campaigns using marketing tools focusing on areas such as digital marketing analytics, brand management, and segmentation. Students will incorporate real-world case studies to prepare students for advanced marketing roles within organizations. Students taking this class will have the option to earn industry-based certification(s).

Basic Marketing A

Students will examine the business function of marketing to include economics, business essentials, and career development as they explore consumer needs, target markets, products, and services. Students will learn a variety of skills including communication, analysis, and strategy to understand buyer behavior, product development, distribution, pricing, and promotion to drive engagement with target audiences. Students will also explore the effect and impact that social media has on marketing and sales in our global technological world. Students taking this class will have the option to earn industry-based certification(s).

Basic Marketing B

Business Finance

Students will gain an understanding of a wide variety of business financial concepts relative to the world of corporate finance. Topics include business environment, ethics, business enterprise, economics, investing, banking, budgeting, entrepreneurship, asset protection and management, financial services, loan options, and risk management. Students will develop the skills to plan, manage, and monitor financial transactions for business applications as they understand real-world economics and financial principles. Students taking this class will have the option to earn industry-based certification(s).

International Business

Students will learn how international business affects our world economy as they explore the cultural, geographical, political, technological, and legal ramifications impacting business markets, foreign trade, and the exportation of goods and services. Students will also learn the components of the international business environment and aspects related to the value of global currency and globalization on businesses. Students will use various simulations and office applications to deepen their understanding of these concepts. Students taking this class will have the option to earn industry-based certification(s).

Sports and Entertainment Management

Students will learn basic functions of management in sports and entertainment industries. They will explore legal principles and ethics, advancements in technology, leadership, and how marketing, financial, and economics principles are applied. Students will also explore product and information management, human resources and management, and customer relations. Students will use various simulations and office applications to deepen their understanding of these concepts. Students taking this class will have the option to earn industry-based certification(s).

H. Computer Applications

Remove the following course:

Computer Applications

I. CTE: Work-Based Learning

Change the number of credits for the following courses to reflect the semester change:

Cooperative Education (Co-op) ~~1.5 Credits~~ 1.0 Credit

J. Career and Technical Education (CTE)

[Update titles, descriptions, and location of courses as identified by KRESA](#)

K. Early Middle College (EMC)

[Update titles, descriptions, and location of courses as identified by KRESA](#)

L. Education for the Arts (EFA)

[Update titles, descriptions, and location of courses as identified by KRESA](#)

M. English

Change the name, number of credits, add co-requisite, and remove scheduling note for the following courses to reflect the semester change:

~~Strategic Reading Beginning Readers 1.5 Credits~~ Strategic Reading

One Semester (0.5 credits) or Two Semesters (1.0 Credit)

Co-requisite: English 9

Literacy Essentials in the Secondary Classroom ~~1.5 Credits~~

One Semester (0.5 credits) or Two Semesters (1.0 Credit)

Co-requisite: English 9

~~1.5 Credits Scheduling Note: This course may be taken 1, 2, or 3 trimesters based on the student's independent reading level.~~

Change the descriptions of the following courses:

English 9A

This course is the first section of a two-semester 9th grade English requirement.

This course meets the English requirement for all 9th grade students in their first year of high school. It is a foundation course in basic literary exploration, composition and language study, focusing particularly on writing process, reading process, academic vocabulary and poetic forms, archaic language, and dramatic theory.

English 9B

This course is the second section of a two-semester 9th grade English requirement. This course meets the English requirement for all 9th grade students in their first year of high school. It is a foundation course in dramatic theory, historical context as it applies to literature, memoir, epic poetry, archaic language, and character analysis.

English 10A

English 10 Section A is an exploration of American literature, focusing on the impact that history has had on its development. The course invites students to become more analytical readers and writers, engaging with a variety of literary texts, including short stories, poetry, and novels, while examining the historical contexts that shaped these works. By the end of English 10A, students will not only have a better understanding of American literature and its historical influences but will also be equipped with critical thinking, digital literacy, research, reading, writing, and oral communication skills that are essential for their academic and personal growth.

English 10B

The goal of English 10 Section B is to continue to build upon knowledge, skills, and strategies gained in English 10A. The course further explores a diverse selection of American literature, including but not limited to American speeches, dramas, and novels, with a strong thematic focus on justice and the American Dream. Through this exploration, students will deepen their understanding of the historical context that has influenced these themes. Additionally, by the end of English 10B, students will be equipped with critical thinking skills and will demonstrate these skills through digital literacy, research, reading, writing, and oral communication.

English 11A

English 11A, a rigorous course, builds on the solid foundation from English 10A and 10B. The skills and strategies extend and engage the students in more complex ideas and prepare them for the Michigan Merit Exam and post-secondary experience. Students read classic texts, poetry, and drama with a special emphasis on British literature. Formative and summative assessments include essays, performances, projects, and presentations.

English 11B

English 11B continues to build on the various genres of classic, contemporary narrative, and informational texts read and analyzed in English 11A. Through the study of transformational literature, students connect, respond, and analyze various texts in order to reflect on personal ambitions, expectations, goals, and preparation for collegiate level studies. Formative and summative assessments will include essays, performances, and presentations. Students will engage in critical thinking activities and discussion around complex contemporary issues.

English 12A

English 12 focuses on contemporary literature that addresses social issues and explores the relationship between the individual and society. Students will learn a variety of literary theories as tools to critically analyze texts and the world around them from multiple perspectives. In English 12A, students will read and write about texts that explore the forces and experiences that shape identity. Students will develop a more complex understanding of identities, beyond the categories that are often applied to them. Students will explore how cultural norms, dominant versus marginalized status, and the intersectionality of identities influence how individuals understand themselves and how society views them.

English 12B

In English 12B, students will examine ideas of justice and injustice on a systemic level, analyzing how identity and power play a role in the legal system, the labor market and schools. Students will read texts that explore both systems of oppression and social justice movements in different contexts. Finally, students will complete a cumulative research project around a social issue in order to create a plan of action for change.

Honors English 10A

Honors English 10A is a rigorous and accelerated language arts course, which is an exploration of American literature. It is a pathway for students who have previously excelled in the area of English Language Arts and have interest in taking advanced ELA courses such as AP Literature and/or AP Language and Composition. The goal of this course is to challenge students as they become more analytical readers and writers, engaging with a variety of literary texts, including short stories, poetry, and novels, while examining the historical contexts that shaped these works. By the end of Honors English 10A, students will not only have a better understanding of American literature and its historical influences but will also be equipped with advanced critical thinking, digital literacy, research, reading, writing, and oral communication skills that are essential for their academic and personal growth.

Honors English 10B

The goal of Honors English 10B is to continue to build upon knowledge, skills, and strategies gained in Honors English 10A. It is a rigorous and accelerated language arts course, which serves as a pathway for students who have previously excelled in the area of English Language Arts and have an interest in taking advanced ELA courses such as AP Literature and/or AP Language and Composition. The course explores a diverse selection of American literature, including but not limited to American speeches, dramas, and novels, with a strong thematic focus on justice and the American Dream. Through this in-depth exploration, students will deepen their understanding of the historical context that has influenced these themes. Additionally, by the end of Honors English 10B, students will be equipped with advanced critical thinking skills and will demonstrate these skills through digital literacy, research, reading, writing, and oral communication.

Honors English 11A

Honors English 11A, an accelerated course focusing on British and Post-Colonial literature, builds on the solid foundation from Honors English 10A and 10B. The skills and strategies extend and engage students in more complex ideas in preparation for the Michigan Merit Exam, College English, AP Literature and/or AP Language and Composition, and the post-secondary experience. Students read classic literature that includes Chaucer and Shakespeare. Students use informational texts to master the argumentative essay. Formative and summative assessments include essays, performances, projects, and presentations.

Honors English 11B

Honors English 11B continues to build on the various genres of classic, contemporary narrative, and informational texts read and analyzed in Honors English 11A. Through study of transformational literature, students expand their analysis to include historical and cultural perspectives. Students provide in-depth response and analysis to various texts in order to reflect on personal ambitions, expectations, goals, and preparation for collegiate level studies. Students read contemporary narratives that may include Swift, Orwell, Dangarembga, and Bellamy. Formative and summative assessments will include essays, performances, and presentations.

N. English as a Second Language (ESL)

Change the title of the course area:~~English as a Second Language~~ English Language Development (ELD)

Rationale: In the current offerings, courses are organized into three levels of ESL (Introductory, Intermediate, Advanced), along with content-specific ELD classes (Literacy, Numeracy, Science, World History, and U.S. History). These courses were structured with levels (A, B, C) to represent progression in proficiency and the trimester system.

The proposed modifications update these courses to align more explicitly with WIDA ELD standards, which are designed around the levels of language proficiency (Entering, Emerging, Developing, etc.). This shift brings the program closer to WIDA's tiered approach to language development, helping to ensure that each student's instruction is tailored to their current level of proficiency, fostering a more precise and focused path to academic success. Additionally, this shift is also based on transitioning from a trimester to a semester schedule for the next academic year.

Change the name and descriptions of the following courses:~~ESL Introductory~~ ELD 1: Entering A

This introductory course focuses on building foundational English language skills for students at the **Entering** proficiency level. Emphasis is placed on developing basic listening and speaking abilities, including the use of simple vocabulary and sentence structures. Students will learn to respond to greetings, follow simple instructions, and engage in basic conversations about immediate needs. Visual aids and interactive activities are integral to fostering comprehension and engagement.

~~ESL Introductory~~ ELD 1: Entering B

This course builds upon the foundational skills developed in ELD 1: Entering A. Students will expand their vocabulary and begin constructing slightly more complex sentences. The focus shifts to improving comprehension of simple written texts and engaging in brief, structured dialogues. Students will also begin to explore the basics of English grammar, such as articles, prepositions, and subject-verb agreement.

~~ESL Intermediate~~ ELD 2: Emerging A

Designed for students at the Emerging proficiency level, this course introduces the ability to express ideas using short phrases and simple sentences. Students will engage in structured conversations, comprehend basic texts, and practice forming questions and responses in familiar contexts. Instruction includes collaborative tasks and frequent opportunities to use new vocabulary in practical scenarios.

~~ESL Intermediate~~ ELD 2: Emerging B

This course builds upon the skills developed in ELD 2: Emerging A. Students will focus on constructing more accurate and longer sentences, improving their ability to narrate events and describe routines. The curriculum emphasizes reading comprehension through slightly longer passages and the development of short written paragraphs. Students will gain confidence in using English in both social and academic settings.

~~ESL Advanced A~~ ELD 3: Developing A

This course aligns with English 9 standards and focuses on developing skills to analyze literature and informational texts. Students will learn to identify themes, central ideas, and key details in grade-appropriate texts. Writing instruction emphasizes constructing organized multi-paragraph essays, including argumentative and narrative forms. Speaking and listening activities include collaborative discussions and short oral presentations. Grammar instruction targets sentence variety, coherence, and the correct use of conventions.

~~ESL Advanced B~~ ELD 3: Developing B

This course builds on the skills from ELD 3: Developing A, continuing alignment with English 9 standards. Students will analyze complex texts, evaluate arguments, and synthesize information across multiple sources. Writing instruction includes argumentative essays with supporting evidence and narrative writing that uses dialogue and descriptive details. Students will also deliver structured oral presentations, integrating multimedia where appropriate. Advanced grammar topics such as verb tenses, parallel structure, and transitions are introduced.

~~Communication Enrichment Skills (CES)~~ ELD 4: Expanding A

This course aligns with English 10 standards, focusing on refining academic language skills. Students will engage in detailed analysis of literary and informational texts, identifying how authors use structure, figurative language, and rhetorical devices to achieve purpose. Writing assignments emphasize constructing persuasive, expository, and narrative essays with textual evidence. Collaborative discussions and debates are designed to enhance speaking and listening skills. Grammar instruction includes complex sentence structures and advanced usage of conventions.

~~Communication Enrichment Skills (CES)~~ ELD 4: Expanding B

Building upon ELD 4: Expanding A, this course continues alignment with English 10 standards and prepares students for mainstream academic coursework. Students will analyze themes and arguments across texts, compare multiple perspectives, and evaluate authorial choices. Writing tasks include research-based essays and formal reports, integrating citation and evidence. Speaking and listening activities include delivering persuasive presentations and participating in formal debates. Instruction emphasizes nuanced grammar use, such as conditional clauses and passive voice.

~~Bilingual Academic Instruction Center-ELD Literacy A~~

~~Bilingual Academic Instruction Center-ELD Literacy B~~

Remove the following courses:

ESL - Introductory Level C

ESL - Intermediate Level C

ESL - Advanced Level C

Change the title of the English Language Development course category to English Language Development Integrated

Rationale: Integrated ELD is typically designed to blend English language development with content instruction (e.g., Science, Math, History). **Districts often list these courses under content areas with explicit mention of language support for multilingual learners.**

"ELD Numeracy, ELD Science, ELD World History, and ELD U.S. History remain integral to the curriculum and are now aligned with a two-semester model (A & B). This structure provides students with language instruction within each content area, modified according to their language development level. Each subject is aligned with relevant academic standards to support both language and content learning:

ELD Curriculum Standards and Credit Alignment

Course	Standard Alignment	Credit Awarded
ELD Numeracy A/B: (Algebra I A & B)	Aligned with Algebra I Standards	Algebra I credit
ELD Science A/B (Earth Science A/B)	Aligned with Earth Science Standards	Earth Science credit
ELD World History A/B	Aligned with World History Standards	World History credit
ELD U.S. History A/B	Aligned with U.S. History Standards	U.S. History credit
ELD 1: Entering A/B	English Elective	English Elective credit
ELD 2: Emerging A/B	Aligned with English 9 Standards	English 9 credit
ELD 3: Developing A/B	Aligned with English 10 Standards	English 10 credit

Change the description of the following courses:**ELD Numeracy A (Algebra IA)**

This first semester course introduces foundational algebraic concepts, such as solving linear equations, graphing functions, and understanding proportional relationships. Students will build key academic vocabulary and comprehension of math-specific language while developing problem-solving strategies. Instruction emphasizes scaffolded support, real-world applications, and collaborative learning to ensure multilingual learners achieve success. Successful completion of ELD Numeracy A earns Algebra IA credit.

ELD Numeracy B (Algebra IB)

Building on ELD Numeracy A, this second semester course delves deeper into algebraic concepts, including quadratic equations, inequalities, and systems of equations. Students continue to enhance their mathematical reasoning and academic language skills, focusing on applying concepts to real-world scenarios. Instruction includes peer collaboration, data analysis, and preparation for further mathematics coursework. Successful completion of ELD Numeracy B earns Algebra IB credit.

ELD Science A (Earth Science A)

This first semester course focuses on core Earth Science topics, such as weather patterns, the water cycle, and ecosystems. Students develop academic language skills to explain scientific phenomena, interpret data, and describe natural processes. Instruction is scaffolded with hands-on activities and visual support to make complex content accessible for multilingual learners. Successful completion of ELD Science A earns Earth Science A credit.

ELD Science B (Earth Science B)

The second semester builds on ELD Science A, covering topics such as plate tectonics, Earth's resources, and environmental change. Students refine their academic language skills by analyzing scientific data, constructing explanations, and engaging in collaborative projects. This course prepares students for advanced science coursework. Successful completion of ELD Science B earns Earth Science B credit.

ELD United States History A

This first semester course introduces key themes in U.S. history, from the colonial period through the Civil War. Aligned with U.S. History standards, students build academic language skills while analyzing primary sources, constructing timelines, and engaging in discussions about historical events. Instruction includes scaffolded activities to support multilingual learners in understanding the foundations of American history. Successful completion of ELD United States History A earns United States History A credit.

ELD United States History B

The second semester builds on ELD U.S. History A, covering Reconstruction, industrialization, and the Civil Rights Movement. Students refine their academic vocabulary and critical thinking skills by evaluating historical texts, participating in debates, and producing written analyses of key events. Successful completion of ELD United States History B earns United States History B credit.

ELD World History A

In this first semester course, students explore the foundations of world history, including early civilizations, cultural exchanges, and the rise of major empires. Aligned with World History standards, the course focuses on developing academic vocabulary, reading historical texts, and engaging in discussions. Students practice critical thinking by analyzing primary sources and making connections to modern global issues. Successful completion of ELD World History A earns World History A credit.

ELD World History B

The second semester expands on the themes of ELD World History A, focusing on major revolutions, industrialization, and global conflicts. Students refine their language skills through argumentative writing, group projects, and oral presentations. The course emphasizes historical analysis and prepares students for future social studies coursework. Successful completion of ELD World History B earns World History B credit.

O. Math

Change the name of the following course offerings for KAMSC:

~~Advanced Physics C - Mechanics~~ AP Physics C - Mechanics

~~Advanced Physics C - E & M~~ AP Physics C - E & M

Add the following course offering to the weighted grade values for KAMSC:

AP Statistics

KAMSC Integrated Math III/Pre-Calc

Add the following course offerings:

Pre-Algebra

1 Semester (18 weeks) or 2 Semesters (36 weeks)

Course #50002, 50003

Pre-Algebra prepares students for the rigors of Algebra I by building a solid understanding of fundamental mathematical concepts. Students will explore operations with real numbers (integers, fractions, decimals), the concepts of ratios, proportions, and percentages, and develop proficiency in working with exponents. The course also introduces basic algebraic concepts such as variables, and expressions, solving basic equations, and an introduction to functions. In addition, students will explore basic concepts of data analysis, including representing data with tables and graphs, calculating measures of central tendency, and interpreting data to draw conclusions. Emphasis is placed on developing student proficiency in the Mathematical Practice Standards.

Algebra I Support

1 Semester (18 weeks) or 2 Semesters (36 weeks)

Course #

Corequisite: Algebra I

Algebra Support is a companion course designed to reinforce and extend the concepts learned in Algebra 1. Students will receive targeted support in areas where they need extra help, including review of pre-algebra skills, practice with current Algebra 1 topics, and development of effective study strategies. This course aims to build confidence and improve success in Algebra 1.

Change the name, description, and/or prerequisites for the following courses:~~Algebra I 9A~~ Algebra IA

This course provides students with an introduction to the fundamental skills and concepts of algebra, including linear functions, inequalities and systems. This course integrates the use of multiple representations including graphs, tables, and equations. Students use manipulatives and technology to further their algebraic thinking. Students learn to model and solve real-life situations with connections to geometry and statistics. This course will place an emphasis on skills like solving equations for a given variable, using equations to model real-world situations, and representing mathematical relationships in a variety of ways.

~~Algebra I 9B~~ Algebra IB

This course provides students with a continuation of the fundamental skills and concepts of algebra, including quadratic functions, exponential functions, and radical expressions. This course continues to integrate the use of multiple representations, including graphs, tables, and equations and uses manipulatives and technology to further students' algebraic thinking. Students learn to model and solve real-life situations with connections to geometry and personal finance.

Algebra II A

Prerequisite: Geometry A and Geometry B

Algebra II B:

Prerequisite: ~~Algebra II A~~ Geometry A and Geometry B

Geometry A

Prerequisite: ~~Algebra I 9B~~ Algebra IA and Algebra B

This course will develop students' analytical and spatial reasoning while focusing on the first half of the essential concepts of geometry such as an in-depth exploration of geometric properties through the use of constructions, enabling students to build conjectures that define transformations. By utilizing these transformations as tools, students will be able to prove congruence and similarity theorems, while also developing an understanding of trigonometry ratios in right triangles. Students will continue to learn to connect concepts of geometry to real world applications, technology, algebra, and other academic disciplines.

Geometry B

Prerequisite: Geometry A

This course will develop students' analytical and spatial reasoning while focusing on the second half of the essential concepts of geometry such as solid geometry, coordinate geometry, circles, and conditional probability. Students will continue to learn to connect concepts of geometry to real world applications, technology, algebra, and other academic disciplines.

Precalculus A

This course deepens students' understanding of Algebra and extends their ability to apply algebraic concepts and procedures at higher conceptual levels. The focus in this first half of the course involves the study of functions and their graphs, including polynomials, rationals, and exponential and logarithmic functions. Connections are made between the graphical, numerical, and algebraic models of these functions, including modeling and solving real world problems. Graphing technology will be highly utilized to meet this goal.

Precalculus B

This course continues to deepen students' understanding of Algebra and extends their ability to apply algebraic concepts and procedures at high conceptual levels. The focus in the second half of the course involves theory and application of both trigonometric functions and analytic trigonometry. Students will also extend their knowledge of conics, and systems of equations and matrices. Connections are made between the graphical, numerical, and algebraic models of these functions, including modeling and solving real world problems. Graphing technology will be highly utilized to meet this goal. Successful completion of Precalculus A and B fully prepares students for AP Calculus.

Remove the following course:

Algebra I 9C

P. Mathematical Science

Change the name of the following course offerings for KAMSC:

Advanced Computer Science ~~A~~

~~AP Computer Science~~ AP Computer Science A

Q. Music

Add the following course offerings:

AP Music Theory

2 Semesters (1.0 Credit)

Course #: 60912, 60913

AP Music Theory is designed for the music student who has an understanding of the fundamentals of music. Students will gain advanced knowledge of music theory, increased sight-singing ability, ear training, and compositional skills. The course will provide a solid foundation in interval identification, scale structures, rhythmic patterns, and terminology. This course will serve to prepare students for the Advanced Placement Music Theory exam.

High School Beginning Band

2 Semesters (1.0 Credit)

Course #

Prerequisite: None

Scheduling Note: This course may be repeated.

This class is intended for students with little to no experience playing a wind or percussion instrument, or students who would like to learn a secondary wind or percussion instrument. Students will learn the fundamentals of playing an instrument, progressing through an accelerated middle school band curriculum and preparing students for enrollment and participation in Concert Band or Symphonic Band classes. Performing at concerts is an integral part of this class. Please note: participation in performances during and outside of the school day, possibly occurring in the evening or on the weekend, is a required expectation of this course and part of the overall grade.

Change the name, prerequisite, description, and/or number of credits for the following course offerings:

~~Advanced Mix Chorus A (Fall)~~ Concert Choir

Prerequisite: Mixed Chorus, Treble Chorus, or Director Permission

Scheduling Note: This course may be repeated.

This is a select ensemble. Students will participate in a comprehensive vocal music education program designed to promote the development of advanced individual and group performance skills. Please note: participation in performances during and outside of the school day, possibly occurring in the evening or on the weekend, is a required expectation of this course and part of the overall grade.

Concert Band

~~1 Trimester 0.5 Credits~~ 2 Semesters 1.0 Credit

During the first 9 weeks, students will rehearse and perform a variety of music and learn related marching and maneuvering routines for performances as a marching band. Students will rehearse and perform a wide variety of wind band literature in a collaborative, performance-based setting, with specific emphasis on technical improvement and ensemble development. Please note: participation in performances during and outside of the school day, possibly occurring in the evening or on the weekend, is a required expectation of this course and part of the overall grade.

Hawthorne Singers

~~3 Semesters 1.5 Credits~~ 2 Semesters - 1.0 Credit

Grades: 10, 11, 12

Site: Kalamazoo Central

Prerequisite: ~~Audition~~ Director Permission and/or Audition

Scheduling Note: This course may be repeated.

This is the most advanced choral ensemble at Kalamazoo Central High School.

Students will participate in a comprehensive vocal music education program designed to promote the development of advanced individual and group performance skills. Please note: participation in performances during and outside of the school day, possibly occurring in the evening or on the weekend, is a required expectation of this course and part of the overall grade.

~~Master Singers~~ Knight Chorale

~~3 Semesters 1.5 Credits~~ 2 Semesters - 1.0 Credit

Site: Loy Norrix High School

Prerequisite: Director Permission and/or Audition

Scheduling Note: This course may be repeated.

This is the most advanced choral ensemble at Loy Norrix High School. Students will participate in a comprehensive vocal music education program designed to promote the development of advanced individual and group performance skills. Please note: participation in performances during and outside of the school day, possibly occurring in the evening or on the weekend, is a required expectation of this course and part of the overall grade.

~~Mixed Chorus (Fall)~~ Mixed Chorus

Scheduling Note: This class is only offered 1st Semester. This class is for all 9th grade choir students or any student who has not had previous high school choir experience.

This is a gender-inclusive beginning ensemble. Students will participate in a comprehensive vocal music education program designed to promote the development of intermediate individual and group performance skills. The advancement of musical knowledge and understanding, as well as music literacy, will be emphasized. Please note: participation in performances during and outside of the school day, possibly occurring in the evening or on the weekend, is a required expectation of this course and part of the overall grade.

Orchestra

~~1 Trimester 0.5 Credits~~ 2 Semesters 1.0 Credit

Course # 6052-456

Prerequisite: 8th Grade Orchestra or Director Permission

Scheduling Note: This course may be repeated.

Students will rehearse and perform a variety of advanced orchestra literature in a collaborative, performance-based setting, with a specific emphasis on technical improvement and ensemble development. Please note: participation in performances during and outside of the school day, possibly occurring in the evening or on the weekend, is a required expectation of this course and part of the overall grade.

Symphonic Band

~~1 Trimester 0.5 Credits~~ 2 Semesters 1.0 Credit

Course # 6053-45

Prerequisite: Director Permission and/or Audition

During the first 9 weeks, Students will rehearse and perform a variety of music and learn related marching and maneuvering routines for performances as a marching band. The rest of the year, students will rehearse and perform a variety of advanced wind band literature. Please note: participation in rehearsals and performances during and outside of the school day, including summer band camp, is a required expectation of this course and part of the overall grade.

Treble Chorus

Grades: 9, 10, 11, 12

Prerequisite: Mixed Chorus or Director Permission

Scheduling Note: This course is only offered 2nd semester.

Students will be members of a treble (soprano/alto) voice ensemble and participate in a comprehensive vocal music education program designed to promote the development of individual and group performance skills. Please note: participation in performances during and outside of the school day, possibly occurring in the evening or on the weekend, is a required expectation of this course and part of the overall grade.

~~Women's Honors Choral (Winter)~~ Advanced Treble Chorus

Grades: 10, 11, 12

Prerequisite: Director Permission and/or Audition

Scheduling Note: This course is for Alto and Soprano singers only. This course may be repeated.

Students will be members of an advanced treble (soprano/alto) voice ensemble and participate in a comprehensive vocal music education program designed to promote the development of individual and group performance skills. Please note: participation in performances during and outside of the school day, possibly occurring in the evening or on the weekend, is a required expectation of this course and part of the overall grade.

American Popular Music

American Popular Music is an in-depth study of popular music of the last century. Beginning with the Jazz Age and moving through modern day, students will study each important era and style of the 20th and early 21st Century. Daily class work will consist of listening, analysis, group work, reading, research, and demonstration.

Drama I - Acting for the Stage

Students will study acting fundamentals and techniques by exploring movement, characterization and improvisation. Dramatic plays, playwriting, and voice work will also be incorporated. These studies will culminate in the presentation of memorized scenes and a final monologue performance. Other opportunities include auditioning for the school play, the musical, forensics, improvisation team, or working backstage for stage crew. Please note: participation in performances during and outside of the school day, possibly occurring in the evening or on the weekend, is a required expectation of this course and part of the overall grade.

Drama II - Acting for the Stage

Prerequisite: Drama I - Acting for the Stage

Students will explore dramatic elements such as comedy and the power of storytelling coupled with play analysis and the rehearsal process, ending with a student produced final production. Other opportunities include auditioning for the school play, the musical, forensics, impromptu team, or working backstage for stage crew. Please note: participation in performances during and outside of the school day, possibly occurring in the evening or on the weekend, is a required expectation of this course and part of the overall grade.

~~Advanced Drama A~~ Advanced Drama I

Grades: 10th, 11th, 12th

Prerequisite: Drama II - Acting for the Stage

Students will develop their acting skills in an intense classroom setting. Students will work on advancing their improv skills and developing as an ensemble. The actors will examine the script writing process while working to advance their auditioning and directing techniques. The first section of the course will culminate in a workshop or performance. Please note: participation in performances during and outside of the school day, possibly occurring in the evening or on the weekend, is a required expectation of this course and part of the overall grade.

~~Advanced Drama B~~ Advanced Drama II

Grades: 10th, 11th, 12th

Prerequisite: Advanced Drama I

This course is a continuation of Advanced Drama A with a concentrated focus on creating an audition portfolio, scene study, and writing, directing, and acting in a final public performance piece. Please note: participation in performances during and outside of the school day, possibly occurring in the evening or on the weekend, is a required expectation of this course and part of the overall grade.

~~Advanced Drama C~~ Advanced Improvisation

Prerequisite: Drama II

This course is designed for students interested in developing and advancing their skills in the art of improvisation theatre. Students will also study and generate from Improv Olympics, Second City, and Upright Citizens Brigade for source materials. Students will create and write sketch comedy on top of creating and working with local artists to develop strong collaborative and community connections. Please note: participation in performances during and outside of the school day, possibly occurring in the evening or on the weekend, is a required expectation of this course and part of the overall grade.

Forensics

Scheduling Note: This course may be repeated.

Students will master the techniques for competition in individual speaking events including humorous, dramatic and multiple reading, extemporaneous speaking, oratory, and informative speaking. Please note: participation in performances during and outside of the school day, possibly occurring in the evening or on the weekend, is a required expectation of this course and part of the overall grade.

Public Speaking

Scheduling Note: This course may be repeated.

This course offers the student strategies and skills on how to become a better, more articulate speaker. Each student will present individual speeches throughout this course and learn how to critique themselves as well as their peers. Preparation includes research, outlining, and writing. This class is recommended for students interested in Debate, Mock Trial, Forensics, and Model United Nations. Please note: participation in performances during and outside of the school day, possibly occurring in the evening or on the weekend, is a required expectation of this course and part of the overall grade.

Slam Poetry: Writing and Performance

Scheduling Note: This course may be repeated.

A course of study in advanced poetry writing, with an emphasis on performance. This class will teach students to develop individual poems based on life experience, current events, political trends, and social interaction. Students will then learn a variety of reading and performance techniques designed to accentuate the quality of their written work. Please note: participation in performances during and outside of the school day, possibly occurring in the evening or on the weekend, is a required expectation of this course and part of the overall grade.

Remove the following course offerings:

Advanced Mixed Chorus B (Winter)

Advanced Mixed Chorus C (Spring)

Marching Band

Mixed Chorus (Winter)

Women's Honors Chorale (Spring)

R. Non-CTE Work-Based Learning

Change the number of credits for the following courses to reflect the semester change:

Non CTE Work-Based Learning ~~1.5 Credits~~ 1.0 Credits

S. Physical Education

Change the name and/or description of the following courses:

~~Aquatics~~ Aquatics II

This course is designed to offer students opportunities to continue participation in health-related fitness activities that focus on aquatics, which may include: intermediate and advanced swimming skills, water polo, conditioning, and diving.

~~Conditioning I~~ Conditioning

This course is designed to offer students opportunities to continue participation in health-related fitness activities (cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition) such as strength training, circuit and interval training, aerobics, and jogging.

Healthy Lifestyles Through Aquatics

Students will assess and increase their knowledge about health-related fitness, refine personal-social skills, and develop basic fitness and motor competencies that will facilitate the pursuit of a healthy, active lifestyle. Content will include: Fitnessgram assessment, nutrition assessment, and the basic concepts and principles of personal fitness. Physical activities include basic swimming skills, swim conditioning, water aerobics, water safety skills, and water polo. Students will develop a plan for maintenance of personal physical fitness.

~~Recreational Sports~~ Lifetime Sport & Physical Activity

This course is designed to offer students opportunities to participate in recreational sports that improve health-related fitness activities. Activities such as ultimate frisbee, golf, disc golf, outdoor pursuits, tennis, badminton, and weight training may be offered.

Combine the following courses into one course offering:

~~Conditioning II, Conditioning III, Conditioning IV~~ Advanced Conditioning

Course Number

This course is designed to provide students and student-athletes with an opportunity to assess and increase health-related physical fitness (cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition). Activities may include weightlifting and conditioning to improve speed, power, and explosion. Speed and agility training will include circuit and interval training, and aerobic activities. Students will track their progress, using methods that may include: BMI, heart rate, and body fat.

Change the prerequisite from the following courses:

Recreational Team Sports

Prerequisite: ~~Healthy Lifestyles Through Physical Activity or Healthy Lifestyles Through Aquatics~~ None

Athletic Weightlifting and Training

Prerequisite: ~~Conditioning I or II~~ Conditioning or instructor approval

T. Science

Add the following course offering to the weighted grade values for KAMSC:

AP Chemistry

Zoology

Remove the following courses:

Environmental Science B

Change the name, grade level, description and/or prerequisites for the following courses:

Advanced Placement Biology

Prerequisite: Biology: Cells, Evolution, and Biotechnology OR Biology: DNA, Energy Pathways, and Ecology AND Chemistry Foundations

Advanced Placement Physics I

Prerequisite: ~~Physics B and Algebra II~~ Physics A OR Physics B

The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; simple harmonic motion; and fluid dynamics. Students will develop a deep understanding of the content, apply knowledge through inquiry labs, and participate in special projects, extended laboratory investigations, and in-depth preparation for the AP exam. This course is highly recommended for students who wish to pursue a degree in engineering or the sciences. Interested students who have not met the Physics A or B requirement may speak to the instructor for approval.

~~Biology A~~ Biology: Cells, Evolution, and Biotechnology

This course will enable students to understand key life science concepts including cell structure and function, cell transport, cell division, evolution, and biotechnology. This is a laboratory and hands-on course that requires extensive writing, teamwork, and use of technology.

~~Biology B~~ Biology: DNA, Energy Pathways, and Ecology

This course will enable students to understand the life science principles including DNA, ecology, photosynthesis, cellular respiration, and gene expression. This is a laboratory and hands on course that requires extensive writing, teamwork, and use of technology.

Chemistry Foundations

Grades: 10, 11, 12

Prerequisite: Biology: Cells, Evolution, and Biotechnology

This course introduces students to foundational chemistry concepts which can be applied to a variety of fields and other courses. These concepts include atomic structure, the periodic table, how chemicals react with one another, and how to analyze substances. Students will participate in a variety of laboratory-based activities to explore chemistry concepts related to the vast amount of careers in this field.

~~Environmental Science A~~ Environmental Science

This course is a required science course for all ninth-grade students in their first year of high school. Environmental Science is an integrated course that focuses primarily on Life and Physical science concepts, their relationship to the environment, and how understanding the concepts can help humans make informed decisions about the future of our planet. Topics include Earth's systems, sustainability, structure and properties of matter, and chemical reactions.

Forensic Science A

Students will study the use of Forensic Science in criminal cases, types of forensic evidence, hair and fiber analysis, fingerprinting, counterfeiting and forgeries, toxicology, and ballistics and tool marks.

Forensic Science B

Prerequisite: ~~Biology A and Biology B~~ None

Students will study the analysis of blood typing, blood spatter patterns, DNA, forensic anthropology, forensic entomology, and time of death calculations.

Human Anatomy and Physiology A

Grades: 10, 11, 12

Human Anatomy and Physiology B

Grades: 10, 11, 12

Physics A

Prerequisite: ~~Geometry B~~ Algebra I A and Algebra IB

This course provides an introduction to mechanics. Linear and rotational mechanics, work, power, energy, and Newton's Laws will be covered. This is a laboratory course which relies heavily on problem-solving.

Physics B

This course is a follow-up to Physics A. This course covers electricity, waves, sound, light, optics, nuclear physics, and modern physics.

U. Social Studies

Change the description of the following course offerings:

American Military History: 1776 to Present

Students will analyze the development of the American method of warfare and its impact on our military and society. Students will be analyzing a number of visual, auditory and literary resources to gain a better understanding of how facets of American warfare have changed over time through the eyes of the citizen soldier. These facets will include national motives, the development of the U.S. military as an organization, strategy and tactics, the development and employment of technology, the role of women and minorities, military psychology, and the veteran's experience. The focus of student's studies will be on the growth of America as a superpower starting with the end of the Spanish American War and concluding with the Global War on Terror.

Current Events (Today's Events, Tomorrow's History)

15 hours of service learning required

The purpose of this class is to build a foundational understanding of how our society works at the local, national, and global levels. Students will develop skills to help them comprehend and think critically about information, judge the quality of digital sources, compare viewpoints, understand cause and effect relationships, contextualize current events, and improve their communication.

Economics

Students will learn economic reasoning to evaluate courses and consequences of individual economic decisions and public policy issues raised by constraints imposed by scarcity. Students will understand how economics functions and how to apply the concepts and principles of economics to their lives as individuals and citizens.

Government and Politics A

Government and Politics: United States A emphasizes national, state, and local government structures. Units pertaining to foundations and theories of government federalism. Exploration of the history of the Declaration of Independence, the Articles of Confederation and the Constitution, the principles of federalism, checks and balances and popular sovereignty. A unit covering the legislative branch, the organization of Congress, expressed and implied powers of Congress in action. A unit exploring the executive branch, the President, bureaucracy, financing government, and national defense. A unit exploring the judicial branch, dual court system, criminal and civil courts, the Supreme Court and significant decisions of the court.

Government and Politics B

Government and Politics: United States B Review of the federalism and principles of American democracy. An indepth exploration of national, state, and local government structures and functions. An exploration of the ideas and meaning of citizenship in the United States of America, and the rights and responsibilities of American citizens civil liberties/civil rights. Examination of political behaviors, political parties, voting, electoral process. Exploration of comparative government systems. Students prepared to be active citizen participation. The course includes a service learning component.

Psychology

Psychology is the study of the brain and human behavior. This course is designed to be an overview of various topics within the field of psychology. We will learn about cognition, lifespan development, sleep, learning, memory, emotion, relationships, group behavior, attitudes, stress, psychological disorders, and therapy.

Sociology

This course introduces students to the study of human society and social behavior. We will learn about sociological perspectives, culture and socialization, family and gender, education, religion, and poverty. By exploring these topics, students will gain understanding about the social forces that shape their world, fostering critical thinking and informed citizenship.

The Turbulent Years: History of the 1980's to 2008

This course will examine the issues, events, and personalities which changed American culture and impacted the world during the 1980s to 2008. Students will work individually and cooperatively to trace cause and effect relationships, past and present, and how these events affect the way we live today.

V. World Languages

Add the following language to ways students can earn 2.0 credits:

- Attended a dual language or immersion program AND successfully passed the novice level exam for the language.
- A student who successfully passes the novice level exam for any language.

Change the following language

~~KPS students who passed Spanish I in 8th grade will receive one (1.0) high school credit. Students who took Spanish in a non-KPS middle school will need to take and pass the test out exam for credit to be awarded.~~

KPS students who passed Spanish I or Chinese I in 8th grade will receive one (1.0) high school credit. Students who took Spanish in a non-KPS middle school and entering 9th grade will need to take and pass the test out exam for credit to be awarded.

Add the following language:

Chinese

Eighth grade students who passed Chinese I or the H.S. Chinese I test out exam will receive one (1.0) high school Credit

Remove the following courses:

Chinese I C
 Chinese II C
 Chinese III C
 French I C
 French II C
 French III C
 Latin I C
 Latin II C
 Latin III C
 Spanish I C
 Spanish II C
 Spanish III C



Kalamazoo RESA's Career Connect team is leading a new, innovative approach to career development in Kalamazoo County, providing K-12+ learners with a robust continuum of world-class programs and services. From career exploration, to work-based learning, to hands-on training and specialized high school classes, Career Connect helps learners cultivate in-demand skills while gaining a competitive advantage. Read on to explore all the offerings and learn about the new Career Connect Campus, opening to students in fall of 2025. Make this the year you get career connected!

CAREER AND TECHNICAL EDUCATION (CTE) 2025-2026 COURSE DESCRIPTIONS

All classes are yearlong, Monday-Friday

All classes are located at the Career Connect Campus (CCC), unless otherwise noted

www.kresa.org/careerconnect

Career and Technical Education (CTE) offers a wide range of cutting edge, hands-on career preparation programs to high school students across Kalamazoo County. CTE courses emphasize real-world application and maintain the rigorous requirements of the Michigan Merit Curriculum, as well as state, national, and industry technical standards. CTE students have the opportunity to earn marketable, industry-recognized credentials through their CTE courses.

CTE programs are held at multiple locations across the county: at the Career Connect Campus, local high schools, on college campuses and business, and at industry work sites.

All CTE courses are located at the Career Connect Campus (CCC), unless otherwise noted for satellite programs.

Morning Session Time: 8:00 a.m. - 10:00 a.m.

Afternoon Session Time: 11:45 a.m. - 1:45 p.m.

*Satellite programs may have an adjusted session time.

All CTE courses may meet Michigan Merit Curriculum requirements for the following areas:

- 2nd world language credit
- 3rd science credit
- 4th related math credit/senior year
- Visual, performing and applied arts credit (VPAA)

Contact your high school counseling staff with questions related to graduation requirements.

CTE Career Connect Campus + Satellite Programs

Class Locations: New in the 2025-2026 school year, students will have the opportunity to participate in programs at the Career Connect Campus (CCC). The inaugural class of students at the CCC will learn from industry experts in a new, state-of-the-art facility opening in August 2025 at 3500 Vanrick Drive in Kalamazoo.

Students additionally have opportunities to participate in classes at satellite locations, including the Kalamazoo Nature Center, Air Zoo, and Kalamazoo Valley Community College.

All satellite locations are noted by the course title.

- **Who can participate?** Classes taught at the CCC and satellite locations are open to students from across the county.
- **What kinds of classes are offered?** A wide range of courses are available across a variety of career pathways. All CCC and satellite programs are aligned to in-demand, well-paying fields in Kalamazoo County.
- **What about transportation?** Transportation will be provided to the CCC and satellite locations.

Skills for Success: All students enrolled in CTE classes at the CCC and satellite locations will also participate in an online course, Skills for Success, as a requirement for CTE enrollment. Skills for Success is an online course that helps students develop critical skills required for success in work and life. By cultivating mastery in the areas of collaboration, communication, critical thinking, personal management, and problem-solving, students will grow their skills and gain a competitive advantage as learners, in the job market, and beyond.

AGRICULTURE, FOOD AND NATURAL RESOURCES CAREER PATHWAY

Conservation Biology (held at the Kalamazoo Nature Center Heronwood Field Station)

Examine ecological and applied biological science through classroom, lab, and field work outdoors at the Kalamazoo Nature Center. Major units of the class include: biodiversity, forestry, climate change, soil, water, wildlife, and human impacts on the natural world. Interact with natural resource conservationists and wildlife biologists to gain the necessary skills for employment in this field.

Horticulture

Engage in every aspect of plant production, from crop selection to final sale. Learn plant biology, taxonomy, soil science, and modern production techniques while building a professional portfolio of work. This program prepares students for continued education or employment in the horticulture industry.

Veterinary Science

Strengthen an understanding of animal anatomy, medical terminology, and healthcare. To prepare for veterinary assistant and veterinary technician careers, learn animal care and handling, anatomy/physiology, surgical preparation, pharmacology, and client relations.

ARCHITECTURE AND CONSTRUCTION TRADES CAREER PATHWAY

Construction Trades

Build hands-on skills in the construction industry. Learn hand and power tool use, blueprint reading, design, and basic carpentry skills to support successful careers in residential and commercial construction. This course provides a foundation to pursue a wide variety of construction pathways, including related apprenticeships, residential building, and commercial construction careers.

Electrical Technology

Engage in hands-on electrical installations ranging from residential wiring to commercial building projects. To prepare for apprenticeships and residential, commercial, and industrial electrical careers, the course focuses on electrical theory, electrical code, installation, troubleshooting, sustainable energy, and project management.

Heating, Ventilation, Air Conditioning and Refrigeration

Engage in hands-on layout design, installation, and service of residential and commercial HVAC-R systems. Learn blueprint design and reading, tools and equipment, residential installation, troubleshooting, and project management. This course prepares students for continued learning in related apprenticeships, and careers in residential and commercial sales, service, and maintenance careers.

Plumbing

Gain skills in the design, installation, and maintenance of both residential and commercial plumbing systems. Learn blueprint design and interpretation, foundational tools and equipment, plumbing code, project management, and work with fittings, valves, and fixtures. This course prepares students for plumbing apprenticeships, residential and commercial sales, service, and maintenance careers.

CULINARY ARTS CAREER PATHWAY

Culinary Arts

Step into a commercial kitchen setting with hands-on instruction and practical learning. Learn cooking principles, sanitation, food safety, management, and culinary skills. This program prepares students for occupations within the restaurant, baking, and catering industries.

DESIGN CAREER PATHWAY

Design

Explore various careers in design, develop creative thinking skills, and understand the design process used by professionals. Create projects across multiple design fields, including: graphic design, fashion accessory design, interior and landscape design, product design and more more. Collaborate in design teams, present and discuss work and build a professional portfolio to prepare for success in a variety of design careers.

HEALTH SCIENCE CAREER PATHWAY

Dental Assisting (dual enrolled course held at Kalamazoo Valley Community College)

Learn the fundamental knowledge and skills of dental anatomy, physiology, terminology, dental materials, chairside assisting, sterilization, radiology, laboratory, and clinical procedures. This course prepares students to work in a dental office as dental assistants.

Emergency Medical Technician (dual enrolled course held at Kalamazoo Valley Community College)

Get prepared to work in an out-of-hospital setting as an entry level Emergency Medical Technician. Emphasis is placed on mastery of CPR, simple pharmacology for common medical emergencies, patient assessment, bandaging and splinting, and vehicle extrication. The course introduces the clinical component of EMT education which is the minimum level of training required for work on a transporting ambulance.

Medical Laboratory Sciences

Step into a simulated functioning medical laboratory providing services ranging from basic specimen collection to handling and analysis. To prepare for laboratory assistant roles across various clinical and medical settings, learn healthcare communication and terminology, anatomy/physiology, phlebotomy, infectious disease identification/protocols, and medical records documentation.

Patient Care Technician

Explore healthcare communication and terminology, anatomy/physiology, clinical skills, and ethics/confidentiality in a simulated clinical setting. Learn skills ranging from basic patient care to phlebotomy and EKG. Get prepared for patient care technician, nursing, and related healthcare careers.

Pharmacy Technician

Gain a comprehensive understanding of the roles and responsibilities of pharmacy technicians within the healthcare system. Dive into a range of topics, including pharmacology, medication management and regulations, anatomy/physiology, prescription processing, personal and workplace safety, healthcare communication and terminology, math skills and hands-on learning to be prepared to enter a pharmacy technician or related pharmaceutical research/development career.

Rehabilitation Therapy

Explore a range of therapy fields, from basic physical therapy to occupational therapy, injury prevention, and rehabilitation, in a hands-on environment mimicking a functioning therapy clinic. To prepare for physical therapy assistant, occupational therapy assistant, athletic training, and related sports medicine careers, learn personal and workplace safety, healthcare communication and terminology, anatomy/physiology, injury care assessment/skills, and rehabilitation.

HUMAN SERVICES CAREER PATHWAY

Barbering (held at Kalamazoo Valley Community College)

Step into a functioning barber shop and state-of-the-art training facility at Kalamazoo Valley Community College School of Cosmetology and Barbering. Gain skills in hair cutting and facial hair design techniques from master instructors. Prepare for the State of Michigan Barbering License.

Cosmetology (held at Kalamazoo Valley Community College)

Learn in a functioning salon and state-of-the-art training facility at Kalamazoo Valley Community College School of Cosmetology and Barbering. Cultivate skills through direct instruction and practice of hair, skin, and nail services. Prepare for the State of Michigan Cosmetology License.

Criminal Justice & Public Safety (held at Kalamazoo Valley Community College)

Through a close partnership with local law enforcement agencies and Kalamazoo Valley Community College (KVCC), gain the skills and ethical perspectives needed to become a successful police or fire academy recruit. Develop a foundation for additional careers in criminal

justice. Explore topics such as criminal law, patrol procedures, fire ground operations, safety and first aid, ethics, defensive tactics, crime scene investigation, and communication skills.

Educator Academy

Cultivate foundational skills for a successful career in the field of education. Learn the fundamentals of child development, from early childhood through adolescence, and principles of effective teaching through classroom instruction and internships. Work directly with young learners in an educational setting, while preparing for work as a paraprofessional, childcare professionals, or continued education as a teacher.

INFORMATION TECHNOLOGY CAREER PATHWAY

Computer Programming

Explore real-world scenarios to gain knowledge of hardware components and software applications, perform installation, identify new IT trends and technologies, and understand device cross-platform development. Learn User Experience (UX), User Interface (UI), and responsive design while preparing for careers in the computer programming field.

Computer Systems- Networking and Telecommunications

Learn to implement and manage high-performance, reliable, and scalable computer networks that connect devices, systems, and users across organizations or even globally. Gain insight into concepts such as performance and reliability, scalability, security, network architecture, network management, collaboration and convergence, standards, and troubleshooting, while preparing for careers in the computer networking field.

Cybersecurity

Engage in real-world scenarios to learn topics and skills related to protecting computer operating systems (Windows, Linux, and macOS), networks, IP addresses, and data from threats. Explore new IT trends and technologies, and demonstrate knowledge of network integrity protection, quality assurance, interpreting documentation, coding, cryptographic protocols, and security to prepare for careers in the cybersecurity field.

MANUFACTURING CAREER PATHWAY

Machine Tool

Get immersed in machine tool technologies, from basic to advanced. Learn the stages of manufacturing from idea to fabrication, including the use of CAD/CAM software, mills, lathes, and other industry related equipment. Build a solid foundation of manufacturing skills, including metalworking theory, problem solving, design, measurement, and quality inspection, to prepare for machining and engineering careers.

Mechatronics: Robotics and Automation

Dive deep into the use of robotics for processes that combine mechanical, electrical, computer, and automation technologies. Build a solid foundation of skills including electrical theory, robotics, CAD/CAM, hydraulics/pneumatics, and project management to prepare for machining and engineering careers.

Supply Chain

Explore the flow of materials from raw material to finished product and delivery to customers. This foundational course introduces key concepts such as global supply chains, warehouse location, contingency planning, and in-sourcing and out-sourcing decisions. Learn how professionals optimize resources and establish physical networks, while gaining real-world experience by operating the Career Connect Campus warehouse.

Welding

Get immersed in hands-on welding processes using professional equipment, applying various techniques to design and fabricate professional-grade metalwork. Gain expertise in safety, metalworking theory, welding techniques/tools, cutting/torches, automation, and quality inspection.

TRANSPORTATION, DISTRIBUTION AND LOGISTICS CAREER PATHWAY

Automotive Technology

Engage in hands-on learning in a simulated model of a fully functioning auto service center. To prepare for occupations within the rapidly evolving auto service industry, learn safety, engine repair, automatic transmission and transaxle, manual drive train and axles, suspension and steering, brakes, electrical/electronic systems, heating, ventilation and air conditioning, engine performance, and foundational tasks of auto maintenance and repair.

Aviation Technology (held at the Air Zoo)

Develop an understanding of the aviation industry, including airplane evolution, commercial aviation, flight operations and regulations, weather, airspace, navigation, and more. Interact

with industry experts and visit leaders in the field of aviation while cultivating skills with drone technologies.

Heavy Equipment Maintenance

Engage in hands-on training in the maintenance, repair, and operation of off-road diesel equipment, in partnership with AIS Construction Equipment. Explore heavy machinery used in construction, trucking, agriculture, and material handling industries. Learn engine systems, hydraulic systems, powertrain systems, electrical systems, and maintenance fundamentals. Work with industry-standard equipment and tools, and gain valuable practical experience and prepare for careers as heavy equipment technicians, diesel mechanics, construction equipment operators, and agricultural equipment mechanics.

CTE Local High School Programs

Many local high schools offer CTE classes for students in their buildings. Peruse the offerings and check in with your local district to discover options available at your school.

Accounting

Investigate the field of accounting and how it is shaped by industry standards as well as economic, technological, social, legal and ethical factors. Engage in the process of recording, classifying, analyzing and communicating financial information. Students have the opportunity to earn the following credentials: Microsoft Office Excel Associate, Intuit Quickbooks Certification.

Agriscience: Animals and Plants

Gain exposure to biology, animal anatomy, physiology, animal health, and reproduction. Study plant classification, cell structure, plant nutrition and soils, as well as plant relationships to people. Students have the opportunity to earn the following credentials: Fundamentals of Animal Science certificate, BASF Plant Science certificate, Youth Quality Care of Animals.

AP Computer Science Principles

Cultivate an understanding of computer science by working with data, collaborating to solve problems and developing computer programs. Explore concepts such as creative approaches to data, information and the internet, as well as the global impact of computing. Students will have the opportunity to take the AP Computer Science A Java Exam.

Banking

Gain knowledge in customer service, personal finance, budgeting, investment planning and business financial management. Students have the opportunity to earn the following credentials: Microsoft Office Excel Associate, Intuit Quickbooks Certification.

Business Management

Utilize software applications to complete business projects and share ideas. Learn to solve business problems that occur in the business environment. Students have the opportunity to earn

credentials in MS Excel, MS Powerpoint, MS Word, Communication Skills for Business, and Entrepreneurship and Small Business.

Computer Science Software Engineering

Train on industry standard software applications used by professional developers. Install Linux and Windows operating systems in a virtual environment for testing and installing software. Program drones, robots and microprocessors using industry standard techniques. Students have the opportunity to earn credentials in C++, PC Pro, Java Script and Python.

Engineering in Wood Technology

Design and construct with wood using the basic techniques of woodworking and cabinetmaking through training with laser engraving and 3D printing technology, as well as traditional hand tools. Students have the opportunity to earn their United Brotherhood Career Connections CTIF certification.

Marketing & Entrepreneurship

Strengthen an understanding of advertising, sales, merchandising, economics and marketing in the global economy. Practice techniques used by businesses to influence consumers to purchase products and services. Students have the opportunity to earn the following credentials: Communication Skills for Business, Entrepreneurship and Small Business, Microsoft Office Certifications.

EDUCATION FOR THE ARTS (EFA) 2025-2026 COURSE DESCRIPTIONS

*All classes are yearlong, Monday-Friday unless otherwise noted
www.kresa.org/efa*

MEDIA ARTS DUAL-ENROLLED PROGRAM

KVCC Media Arts

Create artworks using computers and learn how art communicates emotions and ideas. Projects include digital photograph manipulation, art for the Internet, stereo 3D images, digital painting, and combining traditional media with new technologies.

DANCE

Beginning Dance Studio

Learn the basic elements and discipline of formal dance technique, exploring classical modern dance, ballet, jazz, hip-hop, and cultural dance styles. Exploration of dance-related subjects will include movement improvisation, composition, and dance history. Students gain performance skills, learn how to choreograph their own dances, and are required to participate in an EFA dance

concert at the end of each term. They will have the opportunity to take field trips to see live dance concerts and attend master classes. Students will work with professional dance educators and guest artists.

Beginning Dance Studio

Learn the basic elements and discipline of formal dance technique, exploring classical modern dance, ballet, jazz, hip-hop, and cultural dance styles. Exploration of dance-related subjects will include movement improvisation, composition, and dance history. Students gain performance skills, learn how to choreograph their own dances, and are required to participate in EFA dance concerts at the end of each term. They will have the opportunity to take field trips to see live dance concerts and attend master classes. Students will work with professional dance educators and guest artists.

Intermediate Dance Studio (Prerequisites)

Intermediate Dance is for students who have completed a beginning EFA class, have previous dance/movement experience and are committed to a full year of dance instruction. Students will further their training through in-depth instruction and structured small group student exploration in formal dance technique, classical modern dance, ballet, jazz, hip hop, and cultural dance styles. Exploration of dance-related subjects will include movement improvisation, composition, and dance history. Students will gain performance, composition, and choreographic skills and develop observation, analysis, critical thinking, and reflection skills. Students will prepare and produce a dance presentation each trimester. The class will take field trips to professional dance concerts and work with master guest artists.

World Dance

Students will learn about the origins and history of Dance from around the world. This class will explore the cultural and historical context of many indigenous dances from across the globe through media and readings. Students will experience kinesthetically authentic dance forms and their influence on contemporary dance.

LITERARY ARTS

Creative Writing Online: Web-Based

Through studying written works in various forms and the regular practice of writing, students will better understand the creative writing process. Students will also collaborate on a few projects and read and critique one another's work through small group workshops (held through discussion forums). Students will turn in four major creative writing assignments, regular creative writing exercises, three short reflections, a recording of a student performing one of their assignments, and an online portfolio.

Comics, Manga, and Graphic Novel Arts: Hybrid

Learn to write and produce compelling, artistic, inventive comics or manga, and Graphic Novels. Research the history of comics, study the elements of story, plot, and character development, and the productive use of imagery, layout, and composition. Work individually and collaboratively on projects and develop projects by manipulating and editing found media and open-source graphics.

MEDIA ARTS

Film and Video Arts

Film and video arts introduces students to the creation and study of time-based media in video and film. Students work with the latest digital technology to create a variety of works that help them mold and define their own personal visual style for innovative, artistic communication.

Advanced Video Arts Studio

Advanced Video Arts Studio (AVAS) is a project-based video class for students who have already taken EFA Film Video Arts. The class concentrates on individual student films that will be used for portfolio work and entered into video competitions. Students learn about lighting, sound, directing, and advanced filming and editing techniques.

3D Computer Animation

Introduction to the technical and creative fundamentals of 3D Animation software. Students learn core concepts such as modeling, mapping, storyboard/scripting, and rendering. Students create original characters and environment designs and animate characters in landscapes.

Creative Game Design

This project-focused course will teach students the fundamentals of game design. Through practice and study students learn about the powerful stories that can be told through in-person, real-time games. Students create board games, card games, role-playing games, and video games, and explore adjacent forms of interactive media. Students develop storytelling and graphic design skills while gaining a greater understanding of fun and the nature of play.

Multimedia Storytelling

Learn how to tell true stories with real impact by creating podcasts, documentaries, and news segments. Students have hands-on experience with recording interviews, capturing footage, and editing while exploring the power of journalism and documentaries to share real-world issues and unique perspectives. By the end of the course, you create original projects to show off—perfect for anyone ready to create content that makes a difference!

Digital PhotoArt (Hybrid: Web-based and In-Person)

This class will introduce, enhance, and refine students' ability to express themselves with the aid of digital cameras. Students will learn proper photographic techniques, computer enhancement of photos, printing, and professional presentation techniques. Students will have many assignments ranging from core photography fundamentals to immersive pieces of personal expression. They will leave class with the beginnings of a portfolio and knowledge to continue and expand their work in the future.

Digital Studio Art (Hybrid: Web-based and In-Person)

This class introduces the basics of drawing and painting using digital means, as well as the basics of digital imaging using Adobe Photoshop and Illustrator. The course is built around the core

elements of visual art, such as line, shape, value, and color, with an additional emphasis on learning and using imaging software tools.

VISUAL ARTS

Visual Arts Exploration

Explore creating sculpture, photography, jewelry, painting, and more at the Kalamazoo Institute of Arts. Work alongside practicing professional artists as they share their art-making knowledge and expertise.

Advanced Visual Arts Studio

Deepen your creativity and visual arts skills at the Kalamazoo Institute of Arts. Take advantage of the professional facilities, equipment, and master guest artists. This studio class offers advanced study in sculpture, oil painting, jewelry, photography, welding, printmaking, ceramics, and more. Develop a Visual Arts Portfolio and learn presentation skills to apply for college scholarships and student art shows.

Theatre and Performing Arts

Advanced Musical Theatre

Using a workshop approach, students will experience an in-depth study of musical theatre to enhance their appreciation of the genre and improve their practical performance skills in acting, vocal, and dance performance. Mentored by theatre, vocal, and dance educators and guest artists, students will explore, perform, and critique various aspects of musical theatre from the past to the present. Emphasis will be placed on creative and innovative approaches to performing works.

Theatre Improv and Scriptwriting

Through in-depth study and practice, students will learn the basics of improvisation, writing, directing, and acting for the stage, as well as integrating images and music into their theatrical performances. Students work with practicing artists exploring different forms of theatre, from classical to contemporary. These experiences will inform the development of each student's distinct writing style. Students will participate in at least two class performances and visit area theatres to experience a variety of stage productions.

Hip Hop 180: Loy Norrix Only, Trimester Based

Activate your voice and amplify your vision through the power of performance rap/poetry, music, and movement. Dig into the history of Hip Hop culture and social justice leadership to build skills, decipher contexts, and determine truths. Then merge your artistic and activist knowledge and techniques to enact meaningful, positive social change in y(our) community.

EARLY MIDDLE COLLEGE (EMC) PROGRAMS 2025-2026

Kalamazoo County Early/Middle College Program Overview

Overview: The Early/Middle College (EMC) program is an opportunity for students to earn an associate's degree or certificate along with their high school diploma. Students will be able to save both time and money as they pursue a college degree and access support services designed to enhance their success as they work towards achieving their educational goals.

How does EMC work? Students are enrolled in a focused program of study at Kalamazoo Valley Community College. Students have an additional 13th year of high school for program completion. The local school district pays the tuition and fees up to an allocated amount.

The EMC program is structured so that students gradually increase their exposure to college courses over a five-year span:

- Initially (9th/10th grades), the bulk of the student schedule will be comprised of traditional high school classes.
- As the student progresses through their educational plan, they will be exposed to more and more college courses.
- By the time they reach 13th grade (or 5th year), all of their coursework will be on-site at Kalamazoo Valley Community College.

What additional supports are available through EMC? Students who participate in EMC also receive support services to assist them in their transition from high school to college:

- All EMC students take a College Success Strategies Course in 10th grade to enhance their academic preparation, study skills development, and social maturity skills.
- All EMC students have a coach that they meet with regularly.

What programs are available? Students may participate in one of the following programs. For specific options within each program, please refer to the EMC website at www.kresa.org/emc.

Degrees in Associate of Applied Science (AAS)

AAS degrees are occupational in orientation and are designed to prepare graduates for immediate employment. They require successful completion of a minimum of 62 credit hours.

Certificates (CERT)

Certificate programs prepare graduates for a specialized occupation. They require the successful completion of 30 credits hours or more.

Certificates of Achievement (COA)

Certificate of Achievement programs require fewer courses than a regular certificate program providing training in a specific set of skills for employment in a specific occupation. They require successful completion of more than 3 but less than 30 hours of credit.

Transfer Degrees in Associate of Arts (AA) or Associate of Science (AS)

AA or AS degrees are for students planning to transfer to a four-year university. They require successful completion of a minimum of 62 credit hours.

The application packet and other information can be found on the Kalamazoo County EMC website
www.kresa.org/emc.



MASB
MICHIGAN ASSOCIATION
OF SCHOOL BOARDS



**BOARD *of*
DIRECTORS
ELECTIONS**

2025

Section 2. Active Members. The board of education of any public school district in Michigan may become an active member of the Association. Active members of the Association shall be divided into eight regions. The regions shall be designated according to intermediate school district boundaries. The regions shall be as follows:

- Region 1.** Copper Country ISD, Delta-Schoolcraft ISD, Dickinson-Iron ISD, Eastern Upper Peninsula ISD, Gogebic-Ontonagon ISD, Marquette-Alger RESA and Menominee County ISD.

Region 2. Alpena-Montmorency-Alcona ESD, Charlevoix- Emmet ISD, Cheboygan-Otsego-Presque Isle ESD, COOR ISD, Iosco RESA, Manistee ISD, Northwest Education Services and Wexford-Missaukee ISD.

Region 3. Ionia County ISD, Kent ISD, Mecosta-Osceola ISD, Montcalm Area ISD, Muskegon Area ISD, Newaygo County RESA, Ottawa Area ISD and West Shore ESD.

Region 4. Bay-Arenac ISD, Clare-Gladwin RESD, Clinton County RESA, Gratiot-Isabella RESD, Midland County ESA, Saginaw ISD and Shiawassee RESD.

Region 5. Genesee ISD, Huron ISD, Lapeer County ISD, Sanilac ISD, St. Clair County RESA and Tuscola ISD.

Region 6. Allegan Area ESA, Barry ISD, Berrien RESA, Branch ISD, Calhoun ISD, Heritage Southwest ISD, Kalamazoo RESA, St. Joseph County ISD and Van Buren ISD.

Region 7. Eaton RESA, Hillsdale County ISD, Ingham ISD, Jackson County ISD, Lenawee ISD, Livingston ESA, Monroe County ISD and Washtenaw ISD.

Region 8. Macomb ISD, Oakland Schools and Wayne RESA.

Active members shall also be divided into the following seven groups based on pupil membership.

- Group I** All intermediate districts;

Group II School districts with a pupil membership of 0 - 1,400;

Group III School districts with a pupil membership of 1,401 - 2,500;

Group IV School districts with a pupil membership of 2,501 - 5,000;

Group V School districts with a pupil membership of 5,001 - 11,000;

Group VI School districts with a pupil membership of 11,001 - 40,000; and

Group VII School districts with a pupil membership more than 40,000.

Board of Directors’ Elections—Candidate Information and Email Voting Procedures 4

Region 6 (One-Year Term)

TiAnna Harrison	Kalamazoo Public Schools, Kalamazoo County	5
Elizabeth O’Dell	St. Joseph County ISD, St. Joseph County	6

Region 7 (Three-Year Term)

Guillermo Z. Lopez	Lansing School District, Ingham County	7
Cory McLaughlin	Jefferson Schools, Monroe County	8
Jack Temsey	Eaton RESA, Eaton County	9

Region 8 (Three-Year Term)

Jason Babbage	Allen Park Public Schools, Wayne County	10
Dr. Anisha Hannah	Pontiac School District, Oakland County	11
Paul Kolin	Bloomfield Hills Schools, Oakland County	12
Roderick Means	Westwood Community School District, Wayne County	13
Randel Meisner	Fitzgerald Public Schools, Macomb County	14
Scott Wallace	Fraser Public Schools	15
Ursula (Wester) Rogers	Romulus Community Schools, Wayne County	16
Lisa Valerio-Nowc	Clintondale Community Schools, Macomb County	17

Note: Incumbents are **bolded**

Board of Directors’ Elections—Candidate Information and Email Voting Procedures

This year, eight seats on the MASB Board of Directors are up for election.

The MASB Board of Directors is comprised of 23 members, including three at-large directors. Sixteen directors shall be elected from the eight regions, with two elected from each region; and one director per group shall be elected from Groups V, VI and VII. Directors are elected by active member school boards and, each year, several seats are up for election. The MASB President will nominate a member to serve as an at-large director, subject to Board approval.

Board Limitations:

Article VIII, Section 6 of the MASB Bylaws permits only one director to be elected or appointed from any one local or intermediate school district board.

According to MASB Bylaws Article VIII, Section 8, if any nomination for the Board of Directors is unopposed, the Board of Directors shall declare the unopposed candidate elected without conducting an election for the uncontested group or region.

This year, the following seats on the MASB Board are up for election (one seat each, three-year terms unless otherwise noted): Regions 1 (two-year term), 3, 4, 6 (open seat; one-year term), 7, 8 (open seat) and Groups V and VI. If you’re unsure of your district’s region or group, please see the list on page 2.

- Region 1 will continue to be represented by Kristen Cambensy, Marquette Area Public Schools, (unopposed, no ballots will be sent)
- Region 3 will continue to be represented by Rick Dernberger, Zeeland Public Schools and Ottawa Area Intermediate School District, (unopposed, no ballots will be sent)
- Region 4 will continue to be represented by John Tramontana, DeWitt Public Schools, (unopposed, no ballots will be sent)
- Group V will continue to be represented by Stephen Hyer, Clarkston Community Schools, (unopposed, no ballots will be sent)
- Group VI will continue to be represented by Marc Siegler, Walled Lake Consolidated Schools, (unopposed, no ballots will be sent)

Voting in Regions 6, 7 and 8 will take place via an online ballot. No local district/ISD funds can be used to campaign for anyone running for a seat. To help your board make an informed decision, the following pages contain background information and statements from each of the candidates.

Each district received ONE ballot, which was emailed to the superintendent secretary on record with MASB on Friday, Jan. 24, 2025. These ballots **CANNOT** be forwarded to anyone else. Once your board makes a decision on which candidate it wishes to vote for, please convey this information to your superintendent secretary.

Completed ballots must be cast and confirmed by the superintendent secretary by **1 p.m. on Wednesday, March 5, 2025**.

Unofficial election results will be available on the voicemail recording at 517.327.5915 as soon as possible, but generally after 2 p.m. on the deadline date. They will also be sent out via email that afternoon. Official results will be approved at the March 14, 2025, Board of Directors’ meeting, which newly elected directors should plan to attend.

To summarize:

- Ballot deadline is **1 p.m. on Wednesday, March 5, 2025**.
- MASB would like to remind all candidates for the MASB Board of Directors that no school district funds can be used for campaigning during the election. This rule prohibits a candidate from using their school district email account to send messages to other school board members. Therefore, a personal email account must be used for campaigning purposes when running for the MASB Board of Directors. If you have any questions about what may or may not constitute an expenditure of school district funds, please contact MASB’s Legal Counsel Brad Banasik, J.D. at **bbanasik@masb.org** or **517.327.5929**.
- An electronic file containing the physical addresses and email addresses for the voting group or region shall be made available to each candidate running for election to the board of directors. The revokable license to use the addresses shall be limited to contacting school board members to share information about the MASB Board of Directors’ election.
- Have questions? Contact Cheryl Huffman at **517.327.5915** or **chuffman@masb.org**.

Region 6 (One-Year Term)



TiAnna Harrison

Kalamazoo Public Schools, Kalamazoo County

Time served on this board:

10 years

Offices held:

President, Vice President, Secretary and Treasurer

MASB Certification:

- Certified Boardmember Award
- Award of Merit
- Award of Distinction
- Master Boardmember
- Master Diamond

Election Statement:

My name is TiAnna Harrison, and as the current Board President for Kalamazoo Public Schools Board of Education, I bring over a decade of governance and leadership experience. Appointed in 2014, and reelected in 2020, I have had the honor of serving my community in various capacities, including Vice President, Secretary and Treasurer.

Through these positions, I have had a firsthand view of the challenges and opportunities in education, especially as we work to ensure all students have equitable access to high-quality learning experiences.

My experience serving in a district with diverse needs has given me a comprehensive understanding of the complexities facing school boards across Michigan, and I believe I can bring valuable insights to MASB. I am passionate about the power of public education to transform lives. Our work as school board members is critical in ensuring that every child has access to a high-quality education, no matter where they live.

From advocating for equitable funding to addressing the mental health needs of students, the role of school boards has never been more important. Through my years of service, I have seen firsthand how strategic decision- making, thoughtful governance, and strong community partnerships can improve outcomes for students. I am seeking a seat on the MASB Board of Directors because I believe that the challenges we face in Michigan’s education system require a unified and strategic approach.

I am particularly focused on the importance of state-level policies that allow local school boards to address the unique needs of their districts. I want to ensure that Michigan school boards have the tools and support they need to make informed decisions that benefit all students.

From ensuring equitable funding to supporting the mental and emotional well-being of students and staff, I am eager to contribute my experience and insights to support school boards across the state and advocate for policies that will create better outcomes for Michigan’s children.

I would be honored to not only serve on the MASB Board of Directors, but also to continue advocating for policies that prioritize the needs of students, support educators, and strengthen our communities. Together, we can ensure that every Michigan student has the opportunity to succeed.

Thank you for your consideration.

Sincerely,

TiAnna L. Harrison

Kalamazoo Public Schools

Trustee – Board of Education



Region 6 (One-Year Term)

Elizabeth O'Dell

St. Joseph County ISD, St. Joseph County

**Time served
on this board:**

27 years

Offices held:

President, Vice
President, Secretary
and Treasurer

MASB Certification:

Certified Boardmember Award
Award of Merit
Award of Distinction
Master Boardmember
Master Diamond

Election Statement:

The MASB is our collective voice on education at the state level, and it allows board members to be informed about educational issues. I think the Director for the Region's role is to ensure that our voice is heard as the MASB discusses issues and concerns. The Past President, Kathleen Moore, was able to model how to accomplish that task positively. I cannot fill her shoes; I am unsure if anyone can.

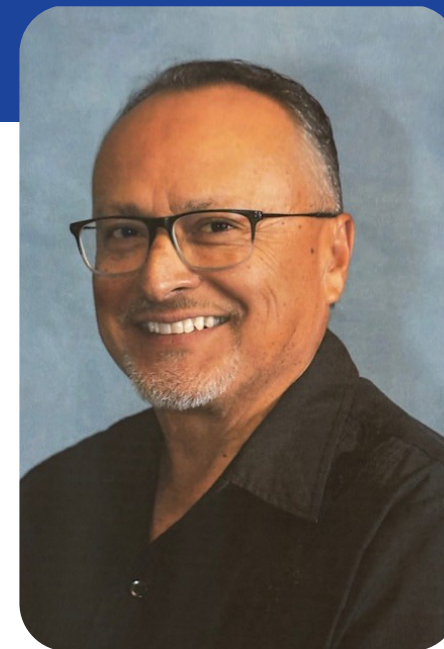
I have been an active St. Joseph County ISD member for 27 years. I have taken advantage of opportunities to learn about best practices for serving and supporting the education process in our communities. I have held various positions, from member to president.

I have worked with the parent-teacher association, band, and athletic booster clubs. I have served on the special education advisory committee. I have enjoyed serving as a delegate to MASB membership meetings in my county. Through this process, I have learned what various boards are concerned about as they present resolutions and amendments to the Board of Directors, which has deepened my understanding of how our collective needs are connected.

I have and will continue to advocate for a strong public education. My children and I are products of public education. I obtained my bachelor's degree from Ball State University and my graduate degree from Western Michigan University.

I am not new to service, advocacy, listening, and striving to assist others to make positive change. I am a retired CEO of St. Joseph County Community Mental Health and use my time currently as a volunteer in my church, for American Red Cross Disaster Relief, as a substitute teacher, as well as working with a variety of social action services through my sorority, Delta Sigma Theta Sorority, Incorporated.

I am seeking this position to advocate for the needs of our small and large communities. I am a champion for public education, and with your vote, I can take my commitment to this service to the next level.



Region 7 (Three-Year Term)

Guillermo Z Lopez INCUMBENT

Lansing School District, Ingham County

**Time served
on this board:**

24 years

Offices held:

President, and
Treasurer

MASB Certification:

Certified Boardmember Award
Award of Merit
Award of Distinction
Master Boardmember

Election Statement:

As we welcome the new year, we are also aware that changes in education funding from the federal government are very possible. As your director from Region 7, I will work closely with our MASB staff and pay close attention to how these changes may affect our educational system here in Michigan. I will also continue to support the work MASB has done in the area of equity in education in all its forms. Additionally, I will continue supporting districts that need training but are not in a position to cover the costs. I very much appreciate MASB staff who are continually looking at ways that we can expand these funding efforts. Finally, I hope you have enjoyed the newsletter coming directly from Region 7.



Region 7 (Three-Year Term)

Cory McLaughlin

Jefferson Schools, Monroe County

Time served
on this board:

11 years

Offices held:
President and
Secretary

MASB Certification:
Certified Boardmember (CBA 101)

Election Statement:

Since joining the Jefferson School Board in 2014, I have been dedicated to ensuring that every decision we make is in the best interest of our students. I am passionate about creating opportunities for all learners and believe that every child deserves access to a high-quality education that meets their unique needs and aspirations.

Career and Technical Education (CTE) programs are a priority for me because they provide students with real-world skills and open doors to meaningful careers. I also strongly advocate for advanced classes to challenge and inspire high-achieving students, ensuring they are prepared for post-secondary education and beyond. Equally important is my commitment to special education, as I believe every child, regardless of ability, deserves the resources and support to thrive.

My experience on the Jefferson School Board has taught me the importance of collaboration, fiscal responsibility and community engagement. I bring a student-centered approach to decision-making and strive to build partnerships that benefit our schools. Serving on the MASB Board of Directors would allow me to expand this work, sharing best practices and advocating for policies that empower all districts to succeed.

I am running for this position because I am deeply committed to advancing education in Michigan and ensuring that every child has access to the tools and opportunities they need to achieve their full potential.



Region 7 (Three-Year Term)

Jack Temsey

Eaton RESA, Eaton County

Time served on
another board:

8 years

Pottersville
Public Schools

Offices held:
Secretary and
Treasurer

Time served
on this board:

8 years

Offices held:
President, Vice
President, Secretary
and Treasurer

MASB Certification:
Certified Boardmember Award
Award of Merit
Award of Distinction
Master Boardmember
Master Diamond
Master Platinum

Election Statement:

As a Board of Education Trustee, I feel we are the voice for our children. We need to utilize this voice to ensure we can offer our children the education they deserve, regardless of the struggles that we face behind the scenes.

We need to direct this voice to those who create legislation that we feel will adversely affect public education, as well as remember to offer praise to those who show us favor and offer to help. I believe the voice of our boards and communities can make a difference. I have strived to become the best board member I can be. One of the ways that I have tried to accomplish this is by becoming certified through the MASB's CBA program. I have gained a wealth of knowledge by attending classes, conferences and other various events as well as networking with board members from around the state.

Public education is as diverse as our country. There are no single fix-all solutions that work for every school district. I feel that bringing the voice of small communities and small districts to the forefront is important. I would like to continue advocating to provide

adequate and equitable funding for ALL districts. Adequate funding is sufficient funding to provide basic schooling. Equitable funding is based on fairness.

I previously served the Pottersville Public Schools Board of Education for eight years. During this time, I served on the Policy, Community Relations and Technology Committees, as well as Secretary and Treasurer. I have been an Eaton RESA Trustee for eight years, serving on the Building and Grounds and Finance and Audit Committees as well as Secretary, Vice President and Treasurer. I am currently serving again as President.

Additionally, I have served MASB as a member of the Curriculum and Instruction Committee and Government Relations Committee plus served as its Vice Chairman, also on the Resolutions and Bylaws committee, and as its Vice Chairman. I am currently serving again on the Government Relations Committee as its Vice Chairman.

I would be honored to serve on the MASB Board of Directors to represent you, our Region, and our students. I want to bring your voices to the table to further benefit the future of public education.



Region 8 (Three-Year Term)

Jason Babbage

Allen Park Public Schools, Wayne County

Time served
on this board:

2 years

MASB Certification:

Certified Boardmember Award
Award of Merit

Election Statement:

I am an alumnus and lifelong resident of the Allen Park Public School District. Family and education are at the top of my interests, loves and passions, and certainly go hand in hand with the MASB Board of Directors position for Region 8. Inspired by family members holding political positions leading the way and showing me what it is to serve the community; I can only hope to follow in their footsteps and use my unique position and family connections to influence policy.

I am looking forward to serving on the MASB Board of Directors to help promote a unified and communitive board of directors that focuses on the major issues facing us in the educational community. Some of these issues include unfunded policies, declining enrollment, higher education standards, advances in educational technology, and more. To navigate these issues, we need to be open to change and willing to support new ideas whether it is adding sensory rooms or going from textbooks to technology.

I hold a master's degree in automotive systems engineering and a bachelor's degree in mechanical engineering from U-M Dearborn, and work at Ford Motor Company as an engineer in exterior automotive lighting and am considered one of the top experts in headlamp aim (HLA). I achieved my MASB Level 2 award of merit and look forward to getting more MASB classes under my belt. I have two children attending Allen Park schools and it's family that's been the driving force of involvement in the community and schools.

I would like to serve on the MASB Board of Directors because I believe I will bring a different perspective, drive and policy influence that will be beneficial to Region 8.



Region 8 (Three-Year Term)

Dr. Anisha Hannah

Pontiac School District, Oakland County

Time served
on this board:

3 years

Offices held:

President and
Secretary

MASB Certification:

Certified Boardmember
Award of Merit
Award of Distinction

Election Statement:

I view education as the key to unlocking the door of possibilities. I believe that every child should have access to a quality education. One that will equip them with the skills and knowledge to lead productive, fruitful lives and make a positive contribution to society. I believe that every student can learn; some may require the use of different methodologies. My concern about the educational system is that too much emphasis has been placed on test scores as opposed to the success of the whole child.

Currently, as the Director of Strategic Partnership & Initiatives with the Pontiac Collective Impact Partnership, I lead collaborative efforts with nonprofits, government agencies, and educational institutions to enhance economic and academic outcomes. In this role, I have successfully developed initiatives and set goals for the City of Pontiac with partners that support Oakland County's goal of 80 by 30, ensuring program sustainability and growth. My experience as Board President with the City of Pontiac School Board of Education has further honed my ability to manage complex budgets, engage with diverse stakeholders, and advocate for initiatives that benefit community members from various socioeconomic backgrounds. These experiences have equipped me with the skills to identify challenges, implement data-driven improvements, and ensure that programs achieve measurable outcomes.

It is my desire to serve on the MASB Board of Directors to provide a voice for the minority students that reside in lower socioeconomic backgrounds. The views and opinions of minority students and families are often overlooked and unheard. Serving on the MASB Board of Directors would allow me the opportunity to represent a demographic and community who benefits the most from public education.

I am enthusiastic about the opportunity to learn and contribute to impactful programs and policies that will support children in Michigan's school districts.

I am eager to bring my dedication to education and the Pontiac community to the MASB platform.



Region 8 (Three-Year Term)

Paul Kolin

Bloomfield Hills Schools, Oakland County

Time served
on this board:

10 years

Offices held:

President, Vice
President, Secretary
and Treasurer

MASB Certification:

Certified Boardmember Award

Award of Merit

Award of Distinction

Election Statement:

Education is the cornerstone of our society, shaping not only the minds of the next generation but also the future of our communities and the world. I believe that a high-quality education system equips students with the skills and knowledge necessary to thrive, fosters critical thinking, and nurtures a lifelong love of learning. Beyond academics, education must prepare individuals to engage as informed, empathetic and responsible citizens.

My passion for education stems from witnessing its transformative power in my own life and in the lives of others. I firmly believe that every child deserves access to equitable opportunities, regardless of their background or circumstances. This requires a commitment to removing barriers, supporting educators, and fostering innovative practices that address the diverse needs of all learners.

Serving on the MASB board is an opportunity to advocate for these values at a broader level. The Michigan Association of School Boards plays a pivotal role in strengthening public education by providing leadership, governance and support to local districts. As a board member, I would work collaboratively to ensure that policies and resources are aligned with the goal of fostering student success and community engagement.

My background in Bloomfield Hills for the last 10 years and being a teacher in the past has equipped me with the skills to navigate complex challenges, analyze data-driven solutions, and build consensus among diverse stakeholders. I am committed to listening to educators, parents, and students to understand their needs and bring their voices to the decision-making table.

By serving on the MASB board, I hope to contribute to a shared vision of educational excellence, ensuring that every child in Michigan receives the education they deserve. Together, we can create a stronger future for our students and our communities.



Region 8 (Three-Year Term)

Roderick Means

Westwood Community School District, Wayne County

Time served
on this board:

28 years

Offices held:

President, Vice
President, Secretary
and Treasurer

MASB Certification:

Certified Boardmember Award

Award of Merit

Award of Distinction

Master Boardmember

Master Diamond

Master Platinum

President's Award

Election Statement:

As a passionate advocate for quality education, my vision for our educational system centers on equity, innovation and community engagement. Every student, regardless of background, should have access to high-quality educational opportunities that prepare them for future success. My primary concerns include addressing disparities in educational resources, integrating technology, and fostering strong partnerships within our communities.

As a single parent of two young boys, I began as a little league baseball and football coach. I served a Cub and Boy Scout leader, from Tiger Cub Coordinator to Cubmaster and Assistance Boy Scout leader. I served on many Athletic and booster clubs in the High School. I spearheaded initiatives that improved academic outcomes and strengthened community ties. For the last 20 years, I have worked as an Application Developer at the University of Michigan Ann Arbor, gaining valuable insights into educational technology.

I have actively contributed to the field of education beyond my immediate roles by serving on various MASB committees, including Government Relations, Bylaws and Policy, and Board Leadership and Training. These committees have allowed me to work collaboratively on critical issues affecting our schools and have deepened my understanding of governance and policy frameworks. Additionally, I have served as an MASB Board Mentor, supporting new board members in their roles and fostering effective leadership and governance.

My decision to seek a position on the MASB Board of Directors stems from a deep commitment to effecting systemic change. Serving on the board will allow me to leverage my experience to advocate for equitable funding, support professional development for educators, and integrate technology to enhance learning. I am dedicated to fostering transparency and accountability to ensure that all decisions are in the best interest of our students. In conclusion, my extensive experience in education, coupled with my dedication to improving our educational system, uniquely positions me to contribute meaningfully to the MASB Board of Directors. I am eager to drive positive change, support our educators, and ensure every student has the opportunity to succeed. Thank you for considering my candidacy.



Region 8 (Three-Year Term)

Randel Meisner

Fitzgerald Public Schools, Macomb County

Time served
on this board:

12 years

Offices held:

Vice President,
Secretary and
Treasurer

MASB Certification:

Certified Boardmember Award
Award of Merit
Award of Distinction
Master Boardmember
Master Diamond
Master Platinum
President's Award

Election Statement:

CONCERNS: We need sustainable funding for public education at all levels. Teacher retention. Teacher shortages. Full funding for special education. Offset the MPSERS cost.

EXPERIENCE: MISD Legislative Committee, MISD Budget Review, participate in annual legislative strategic planning sessions. Attend the state Annual Leadership Conferences and National School Board Conferences. Awarded the MASB President's Award.

I would appreciate a chance to serve on the MASB board of directors so that I can add a fresh viewpoint to the board. I enjoy working with other board members for a common goal.



Region 8 (Three-Year Term)

Scott Wallace

Fraser Public Schools

Time served
on this board:

8 years

Offices held:

President, Vice
President and
Treasurer

MASB Certification:

Certified Boardmember Award
Award of Merit
Award of Distinction
Master Boardmember

Election Statement:

Region 8 is comprised of many different students with many different backgrounds, and all deserve a quality education regardless of where they live.

I am proud to serve in the same district where I, and my three children, have graduated from. I am an Eagle Scout and have coached soccer and basketball as well as served as an officer on the Board of Directors for the Fraser Soccer Club for four years. I have been the President of Fraser Public Schools Board of Education since 2022 and a board member since 2017.

I have worked with the MASB since becoming a school board member and have seen the many good things that come from us all working towards making education in Michigan better for all of our kids.

Working on the MASB legislative committee for three years I got to see up close how important it is for us to continue to be heard in Lansing and I hope to take this opportunity to continue making sure our region's concerns are heard. I thank you for the opportunity to serve.



Region 8 (Three-Year Term)

Ursula (Wester) Rogers

Romulus Community Schools, Wayne County

Time served
on this board:

8 years

Offices held:

President, Secretary
and Treasurer

MASB Certification:

Certified Boardmember Award

Award of Merit

Award of Distinction

Master Boardmember

Election Statement:

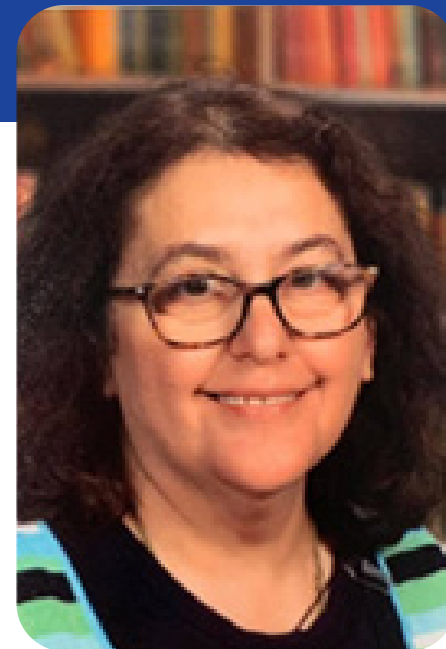
I am deeply passionate about ensuring that every student in Michigan has access to a high-quality, equitable education. However, there are significant challenges that must be addressed, including disparities in funding, access to resources, and the growing mental health needs of students. These issues disproportionately impact students from marginalized communities, and I firmly believe it is our collective responsibility to create a system that is inclusive, supportive, and designed to meet the needs of all learners.

Throughout my career, I have had the privilege of working in various educational settings, including as a substitute teacher, secretary, human resources professional, and school board member. These roles have provided me with a firsthand understanding of the challenges educators face, from budget cuts to the increasing demands on teachers' time and resources. Additionally, I have served on committees focused on policy, human resources, school improvement, and curriculum, gaining valuable insights into the intricacies of school governance.

Beyond my professional experience, I have been actively involved with the Romulus Athletic Club for 24 years as treasurer and cheerleading coach for a youth football organization. This work has allowed me to connect with students in alternative ways, providing them with positive outlets to compete, grow, and discover what drives them. Through all of these experiences, I have gained a comprehensive understanding of how local school boards can influence state and national education policies. These experiences have strengthened my expertise in governance and advocacy, which I believe would be an asset to the MASB Board of Directors.

I wish to serve on the MASB Board of Directors because I am committed to ensuring that Michigan's school boards have the tools, resources, and support they need to advocate effectively for students. MASB is uniquely positioned to unite school boards across the state to address shared challenges, promote best practices, and advocate for policies that improve funding, access to resources, and student outcomes. I am eager to collaborate with fellow board members to create lasting, positive change for Michigan's students and educators.

Thank you for considering my candidacy.



Region 8 (Three-Year Term)

Lisa Valerio-Nowc

Clintondale Community Schools, Macomb County

Time served
on this board:

2 years

Offices held:

Secretary

MASB Certification:

Certified Boardmember Award

Award of Merit

Election Statement:

As a librarian for over thirty years with experiences in school libraries, and in the classroom, I understand the complex issues in education today. Teachers and students are finding their classrooms changing almost daily with new technology, apps and tools that, at times, seem overwhelming. Added to this are the challenges that are faced every day of surviving in a society that seems to be controlled by "notifications" on our phones and computers. My aim is to make my school district a safe place to learn and grow. With this in mind, as a MASB Board member, I believe that my contributions will aid the organization in finding meaningful solutions that will help schools support their communities better.

Education is not just a word that conveys what a person learns. It is what that person does with the education that makes an impact on our community and world. It is an honor to be a part of a profession that guides the next generation. I have been a School Librarian, Library Director of Baker College, and served in leadership positions in public libraries. Currently, I am the Assistant Manager/Children's Librarian at Chaney Branch/Detroit Public Library. In each of these positions I have made it a goal to help children and adults with their lifelong pursuit of learning. In my opinion, once you stop learning, you stop growing.

In closing, it is without a doubt in my mind that I am qualified and ready to serve as a Board of Director member for the MASB. I am ready to serve and make a positive impact with the organization.



MISSION

To provide high-quality educational leadership services for all Michigan boards of education and to advocate for an equitable and exceptional public education that leads to improved outcomes for all students.

VISION

A well-governed, effective public school for every Michigan student.

INFO@MASB.ORG | MASB.ORG | 517.327.5900

1001 Centennial Way, Suite 400 • Lansing, Michigan 48917-8249

KALAMAZOO PUBLIC SCHOOLS

CONFERENCE / TRAVEL REQUEST FORM

(Requests must be made 14 days prior to early registration deadline)

Board Policy 1.3 and The Revised School Code (MCL Act 451 §380.1254) permits the school district to pay actual, reasonable, and necessary expenses incurred by a board member in performing functions as authorized by the Board of Trustees. Registration and travel arrangements can only be completed after board approval.

Karla Murphy

Name

2/10/2025

Request Date

Views From the Capitol - State of the State Edition

Name of Event

2/27/2025

Date of Conference/Class

CONFERENCE INFORMATION

Is this an MASB conference? ☒ Yes ☐ No If no, please indicate: _____

Is this request in time to receive early registration discount on conference? ☒ Yes ☐ No

Attending: ☐ In person ☒ Virtual ☐ Other; please explain: _____

List courses/sessions you plan to attend. **NOTE: Registration **cannot** be finalized unless this section is completed.**

Views From the Capitol - State of the State Edition Zoom

LODGING INFORMATION

Lodging required? ☐ Yes ☒ No Check-in and check-out dates? _____

Conference hotel name _____

Is this request in time to receive the discounted room rate? ☒ Yes ☐ No

OTHER

Dietary requirements? _____

Any additional information? _____

For office use only.

Date received _____

Approval date? _____

☐ Registration _____

☐ Hotel _____

☐ Confirmation(s) sent _____

☐ Per Diem (?) _____

☐ Other _____