35200 Little Mack - Clinton Township, MI 48035 ~ High School Conference Center

PUBLIC NOTICE OF MEETING

Clintondale Board of Education
Regular Board Meeting at 6:30 p.m.

Mr. Jared Maynard, President

April 27, 2026

Individuals with disabilities who require auxiliary aids or services to participate in the meeting must notify the District by contacting Alexandra Hichel, Director of Communications, by one of the following methods: U.S. mail 35100 Little Mack Avenue, Clinton Township, Michigan 48035, email: hichela@clintondaleschools.net or call 586-791-6300, extension 3055, at least one week prior to the scheduled meeting or call as soon as possible.

Proposed minutes of the above meetings will be available for public inspection during regular business hours, at 35100 Little Mack, Clinton Township, MI not more than eight business days after said meeting, and approved minutes of said meeting will be available for public inspection during regular business hours, at the same location, not more than five business days after the meeting at which they are approved. Copies of the approved minutes will be available for public inspection at the same location and on the District Board of Education webpage. Copies of the minutes shall also be available at a reasonable estimated cost.

This notice is given in compliance with Act. No. 267 of the Public Acts of Michigan, 1976.

District policy requires nondiscrimination on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, English proficiency, handicap, or disability, height or weight, in its programs, services, activities, employment, or admissions policies. The following persons have been designated to handle complaints, questions, etc.: Mr. Andrew Lewis, Title IX, 35100 Little Mack Clinton Township, MI (586) 791-6300, Mrs. Dawn Sanchez, Section 504, 35100 Little Mack, Clinton Township, MI (586) 791-6300, and Mr. Kenneth Janczarek, Title II, The Age Act, Title VI, 35100 Little Mack, Clinton Township, MI (586) 791-6300.

AGENDA

The following order of business may be changed by majority vote of the Board at any meeting.

April 27, 2026, Regular Board Meeting 6:30 p.m.

35200 Little Mack - Clinton Township, MI 48035 ~ High School Conference Center

CALL MEETING TO ORDER

PLEDGE OF ALLEGIANCE

ROLL CALL

ALSO IN ATTENDANCE

AGENDA

APPROVAL OF THE MINUTES

NON-CONSENT ITEMS - #1-4

1. **Closed Session**
2. **Closed Session**
3. **Closed Session**
4. **Closed Session**

PRESENTATIONS

1. Special Election Ballot Proposal

SUPERINTENDENT'S REPORT

PUBLIC COMMENT REGARDING BUSINESS BEFORE THE BOARD

CONSENT ITEMS - #1-4

1. **Correspondence**
2. **Approval of the Bills**
3. **LCPS/CCS Cooperative Agreement**
4. **Senior Cedar Point Trip**

NON-CONSENT ITEMS - #5-12

5. **Resignation**
6. **Special Election Ballot Proposal**
7. **Curriculum Adoption**
8. **SRO Contract**
9. **Interim Superintendent**
10. **Board Policy 2303 - Revision**
11. **Freedom of Information Act (FOIA) Policy Update**
12. **Closed Session**

GENERAL PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

ADJOURNMENT

AGENDA

The following order of business may be changed by majority vote of the Board at any meeting.

April 27, 2026, Regular Board Meeting 6:30 p.m.

35200 Little Mack - Clinton Township, MI 48035 ~ High School Conference Center

MISSION STATEMENT - "Clintondale Community Schools will provide an academic environment that prepares our diverse student body to reach its fullest potential and become productive members of society."

CALL MEETING TO ORDER Meeting began at: _____

PLEDGE OF ALLEGIANCE

ROLL CALL

Jared Maynard	Lisa Valerio-Nowe
Barry Powers	Ava McDowell
Kurt Wilson, Sr.	Lisa Wilson
Diane Zontini	

ALSO IN ATTENDANCE

AGENDA - The Superintendent recommends that the Board approve the agenda as submitted or amended.

Motion by _____ Support by _____ Y ____ N ____ Ab ____

APPROVAL OF THE MINUTES - The Superintendent recommends the Board approve the:

- April 13, 2026 Regular Board Meeting Minutes

Motion by _____ Support by _____ Y ____ N ____ Ab ____

NON-CONSENT ITEMS - #1-4

1. **Closed Session** - It is recommended by the Superintendent that the Board enter into closed session per Section 8 (1)(b) of the Open Meetings Act to discuss student discipline.

   Motion by _____ Support by _____ Y ____ N ____ Ab ____

2. **Closed Session** - It is recommended by the Superintendent that the Board enter into closed session per Section 8 (1)(b) of the Open Meetings Act to discuss student discipline.

   Motion by _____ Support by _____ Y ____ N ____ Ab ____

3. **Closed Session** - It is recommended by the Superintendent that the Board enter into closed session per Section 8 (1)(b) of the Open Meetings Act to discuss student discipline.

   Motion by _____ Support by _____ Y ____ N ____ Ab ____

4. **Closed Session** - It is recommended by the Superintendent that the Board enter into closed session per Section 8 (1)(b) of the Open Meetings Act to discuss student discipline.

   Motion by _____ Support by _____ Y ____ N ____ Ab ____

PRESENTATIONS

1. Special Election Ballot Proposal

SUPERINTENDENT'S REPORT

PUBLIC COMMENT REGARDING BUSINESS BEFORE THE BOARD

We encourage you to voice your opinion on topics on the agenda. Please stand and be recognized by the Chairperson, and state your name and address before commenting. To provide the opportunity for all to participate, Board policy limits each individual to three minutes. To ensure due process and respect of individual rights, the District maintains a formal process for handling complaints against individuals. A problem involving an individual(s) or specific incident is best handled through administrative channels. Speakers are asked to express themselves in a civil manner, with due respect for the dignity and privacy of others who may be affected by your comments. Speakers should be aware that if your statements violate the rights of others under the law of defamation or invasion of privacy, you may be held legally responsible.

CONSENT ITEMS - #1-4

1. **Correspondence** - The Superintendent recommends that the Board accept and receive the correspondence.
   - Brenda Underwood

2. **Approval of the Bills** - The Superintendent recommends that the Board approve the bills for Clintondale Community Schools employees ending April 17, 2026.

3. **LCPS/CCS Cooperative Agreement** - It is recommended by the Superintendent and the Chief Academic Officer that the Board approve the educational cooperative agreement between L'Anse Creuse Public Schools and Clintondale Community Schools.

4. **Senior Cedar Point Trip** - It is recommended by the Superintendent and the Secondary Campus Principal that the Board approve the senior Cedar Point trip on May 26, 2026.

   Note: The cost is $86 per student.

   Motion by _____ Support by _____ Y ____ N ____ Ab ____

NON-CONSENT ITEMS - #5-12

5. **Resignation** - It is recommended by the Superintendent and the Director of Human Resources that the Board approve the resignation of **Brenda Underwood**, McGlinnen Elementary Resource Room Teacher, effective May 1, 2026.

   Note: Brenda Underwood has worked for the District for 5 years.

   Motion by _____ Support by _____ Y ____ N ____ Ab ____

6. **Special Election Ballot Proposal** - It is recommended by the Superintendent and Chief Financial Officer that the Board approve the resolution calling for a Headlee Override special election proposal to be held on August 4, 2026.

   Motion by _____ Support by _____ Y ____ N ____ Ab ____

7. **Curriculum Adoption** - It is recommended by the Superintendent and the Chief Academic Officer that the Board approve the adoption of the course catalogs for the middle school and high school.

   Motion by _____ Support by _____ Y ____ N ____ Ab ____

8. **SRO Contract** - It is recommended by the Superintendent that the Board approve the 2026- 2027 extension of the School Resource Officer agreement for Timothy Victor.

   Note: Clintondale will pay $99,630 toward the contract.

   Motion by _____ Support by _____ Y ____ N ____ Ab ____

9. **Interim Superintendent** - It is recommended by the Board President that the Board approve Kevin Knoblock as interim superintendent, effective May 11, 2026.

   Note: Mr Knoblock will begin a work shadow on May 6, 2026, and will assume the role of interim superintendent on May 11, 2026. He will receive additional compensation of $154 per day until June 30, 2026.

   Motion by _____ Support by _____ Y ____ N ____ Ab ____

10. **Board Policy 2303 - Revision** - It is recommended by the Board Policy Committee that the Board approve the revision(s) to **Board Policy 2303 - Conduct at Board Meeting and Removal from Meetings** as per the enclosed.

    Motion by _____ Support by _____ Y ____ N ____ Ab ____

11. **Freedom of Information Act (FOIA) Policy Update** - It is recommended by the Board Policy Committee that the Board approve the updates to the District's Freedom of Information Act Policy **(FOIA)** as per the enclosed.

    Motion by _____ Support by _____ Y ____ N ____ Ab ____

12. **Closed Session** - It is recommended by the Superintendent that the Board enter into Closed Session per Section 8 (1)(a) of the Open Meetings Act to discuss employee discipline.

Motion by _____ Support by _____ Y _____ N _____ Ab _____

GENERAL PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

We encourage you to voice your opinion on topics not on the agenda. Please stand and be recognized by the Chairperson, and state your name and address before commenting. To provide the opportunity for all to participate, Board policy limits each individual to three minutes. To ensure due process and respect of individual rights, the District maintains a formal process for handling complaints against individuals. A problem involving an individual(s) or specific incident is best handled through administrative channels. Speakers are asked to express themselves in a civil manner, with due respect for the dignity and privacy of others who may be affected by your comments. Speakers should be aware that if your statements violate the rights of others under the law of defamation or invasion of privacy, you may be held legally responsible.

ADJOURNMENT

Motion by: _____ Support by: _____ Time: _____

MINUTES

The following order of business may be changed by majority vote of the Board at any meeting.

April 13, 2026, Regular Board Meeting 6:30 p.m.

35200 Little Mack - Clinton Township, MI 48035 ~ High School Conference Center

MISSION STATEMENT - "Clintondale Community Schools will provide an academic environment that prepares our diverse student body to reach its fullest potential and become productive members of society."

CALL MEETING TO ORDER Meeting began at: 6:30 p.m.

PLEDGE OF ALLEGIANCE

ROLL CALL

Jared Maynard	Present	Lisa Valerio-Nowe	Present
Barry Powers	Late	Ava McDowell	Present
Kurt Wilson, Sr.	Present	Lisa Wilson	Present
Diane Zontini	Present		

ALSO IN ATTENDANCE

Kenneth Janczarek, Superintendent	Lee Walmsley, Human Resources Director
Rashida Shack, Parker Principal	Kevin Knoblock, Special Services Director
Jamie Lampasona, McGlinnen Principal	Dr. Shauna Hemler, Chief Academic Officer
Carla Kelley, Supervisor of Operations	Maurice Woods, Secondary Assistant Principal
Dr. Daniel Berry, Secondary Principal	Bob Walmsley, Athletic Director
Kevin Tartuta, Chief Financial Officer	Alex Hichel, Director of Communications

AGENDA - The Superintendent recommends that the Board approve the agenda as submitted or amended.

Motion by Lisa Valerio-Nowe Support by Diane Zontini Y 6 N 0 Ab 0

APPROVAL OF THE MINUTES - The Superintendent recommends the Board approve the:

- February 4, 2026 Curriculum Committee Meeting Minutes
- March 23, 2026 Regular Board Meeting Minutes
- March 30, 2026 Special Board Meeting Minutes
- April 7, 2026 Teaching and Learning Committee Meeting Minutes

Motion by Ava McDowell Support by Diane Zontini Y 6 N 0 Ab 0

APPROVAL OF BILLS - The Superintendent recommends that the Board approve the payroll and benefits for Clintondale Community Schools employees ending April 3, 2026.

Motion by Lisa Valerio-Nowe Support by Diane Zontini Y 4 N 0 Ab 2

Abstain: Lisa Wilson, Kurt Wilson, Sr.

The Superintendent recommends that the Board approve the bills ending April 3, 2026.

Motion by Lisa Valerio-Nowe Support by Diane Zontini Y 6 N 0 Ab 0

PRESENTATIONS

None

SUPERINTENDENT'S REPORT

LETRS Training program for teachers
Clarkston shared services agreement update
61v CTE expansion grant update ($885,600 awarded)
Summer school ($288,000 grant)

PUBLIC COMMENT REGARDING BUSINESS BEFORE THE BOARD

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2 Comments

NEW BUSINESS - #1

1. **Former Superintendent Discussion**

CONSENT ITEMS - #1-6

1. **Correspondence**- The Superintendent recommends that the Board accept and receive the correspondence.
   - **Karen Kaiser**
   - **Michelle Shack-Bethune**

2. **Coach** - It is recommended by the Superintendent and the Director of Athletics that the Board approve **Lauren Hampshire** as the Middle School Girls Assistant Track Coach for the 2026 season.

   Note: The rate of pay will be $2,403.55 (5% of Step 1 of the BA Salary Schedule).

3. **Coach** - It is recommended by the Superintendent and the Director of Athletics that the Board approve **Marlan Collier** as the Middle School Boys Assistant Track Coach for the 2026 season.

   Note: The rate of pay will be $2,403.55 (5% of Step 1 of the BA Salary Schedule). Mr. Collier will be paid by Edustaff.

4. **Coach** - It is recommended by the Superintendent and the Director of Athletics that the Board approve **Stan Rosas** as the Middle School Baseball Coach for the 2026 season. Mr. Rosas will be paid by Edustaff.

   Note: The rate of pay will be $2,884.02 (6% of Step 1 of the BA Salary Schedule).

5. **Auditorium Manager** - It is recommended by the Superintendent and the Technology Coordinator that the Board approve **Spencer Richardson-Moore** as the Auditorium Manager.

   Note: The rate of pay will be $45 per hour, as provided in the CEA Master Agreement.

6. **Auditorium Assistant Manager** - It is recommended by the Superintendent and the Technology Coordinator that the Board approve **Katelyn Tharrett** as the Auditorium Assistant Manager.

   Note: The rate of pay will be $27 per hour.

   Motion by Lisa Valerio-Nowe Support by Kurt Wilson, Sr. Y 6 N 0 Ab 0

NON-CONSENT ITEMS - #1-10

1. **CTE/Innovations Director** - It is recommended by the Superintendent that the Board approve **Bryan Schuerman,** as the Director of Career and Technical Education/Innovations, July 1, 2026.

   Note: The rate of pay will be $120,737 per the Central Office Administrator Agreement (Step 6 of the MA +30 salary scale).

   Motion by Lisa Valerio-Nowe Support by Jared Maynard Y 4 N 0 Ab 2
   Abstained: Ava McDowell, Kurt Wilson, Sr.

2. **Resignation** - It is recommended by the Superintendent and the Director of Human Resources that the Board approve the resignation of **Karen Kaiser** as a Security Guard effective April 13, 2026.

   Motion by Lisa Valerio-Nowe Support by Ava McDowell Y 6 N 0 Ab 0

3. **Resignation** - It is recommended by the Superintendent and the Director of Human Resources that the Board approve the resignation of **Michelle Shack-Bethune** as an Instructional Assistant effective April 7, 2026.

   Motion by Lisa Valerio-Nowe Support by Ava McDowell Y 6 N 0 Ab 0

4. **Staffing Reductions** - It is recommended by the Superintendent, the Director of Human Resources, and the Chief Financial Officer that the Board approve the recommendation for staffing reductions for the 2026-2027 school year.

   Motion by Lisa Valerio-Nowe Support by Jared Maynard Y 4 N 2 Ab 0
   No: Kurt Wilson, Sr., Lisa Wilson

   Motion to table until May 11 by Jared Maynard Support by Kurt Wilson, Sr. Y 3 N 3 Ab 0
   Motion failed
   No: Diane Zontini, Ava McDowell, Lisa Valerio-Nowe

5. **Interim Superintendent**- It is recommended by the Board President that the Board approve options for Interim Superintendent.

   Motion to find an external candidate by Lisa Valerio-Nowe Support: None Motion failed
   Motion to find an internal candidate by Ava McDowell Support by Kurt Wilson, Sr.
   Y 6 N 0 Ab 0

6. **Superintendent Separation Agreement** - It is recommended by the Superintendent and the Board President that the Board approve the Superintendent separation agreement.

   Motion by Lisa Valerio-Nowe Support by Kurt Wilson, Sr. Y 6 N 0 Ab 0

7. **Closed Session** - It is recommended by the Superintendent and the Director of Human Resources that the Board enter into Closed Session per Section 8 (1)(c) of the Open Meetings Act to discuss pending AFSCME negotiations.

   Motion by Lisa Valerio-Nowe Support by Ava McDowell Y 6 N 0 Ab 0

8. **Closed Session** - It is recommended by the Superintendent and the Director of Human Resources that the Board enter into Closed Session per Section 8 (1)(c) of the Open Meetings Act to discuss pending Building Administrator negotiations.

   Motion by Lisa Valerio-Nowe Support by Ava McDowell Y 6 N 0 Ab 0

9. **Closed Session** - It is recommended by the Superintendent that the Board enter into Closed Session per Section 8 (1)(c) of the Open Meetings Act to discuss pending Central Office Administrator negotiations.

   Motion by Lisa Valerio-Nowe Support by Ava McDowell Y 6 N 0 Ab 0

10. **Closed Session** - It is recommended by the Superintendent that the Board enter into Closed Session per Section 8 (1)(b) of the Open Meetings Act to discuss student reinstatement.

    Motion by Lisa Valerio-Nowe Support by Ava McDowell Y 6 N 0 Ab 0

    Ms. Wilson stated that she will not be participating in closed sessions due to safety concerns related to Board member conduct.

GENERAL PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

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4 Comments

The Board returned from closed session at 9:45 p.m.

Motion 1: Instruct the Board President and Superintendent to proceed as directed in closed session regarding the three union negotiations.

Motion by Lisa Valerio-Nowe Support Kurt Wilson, Sr. Y 6 N 0 Ab 1
Abstain: Lisa Wilson

Motion 2: Reinstate student 1750017778.

Motion by Lisa Valerio-Nowe Support Barry Powers Y 6 N 0 Ab 1
Abstain: Lisa Wilson

ADJOURNMENT

Motion by Lisa Valerio-Nowe Support by Ava McDowell Y 7 N 0 Ab 0 Time: 9:48 p.m.

Submitted by: Ava McDowell
Secretary
Board of Education
Clintondale Community Schools

Operation Millage
Special Election

History of Property Taxes

- Pre-1994 and Proposal A – Local property taxes supported local schools.
  - Funding divide between areas of high and low taxable values
- 1994 and Proposal A – Establishment of per pupil funding
  - Funding shifted away from reliance on local property taxes and towards state sales tax
  - Creation of 18-mill local property tax on non-homestead properties
  - Caps individual property value increases at 5%
  - Over time the gap between per pupil funding of the wealthiest and poorest districts was reduced and finally eliminated in fiscal year 2022.

Local Taxes and State Foundation Funding

18 Mills: Non-Homestead Property Taxes



School Aid Fund Contribution

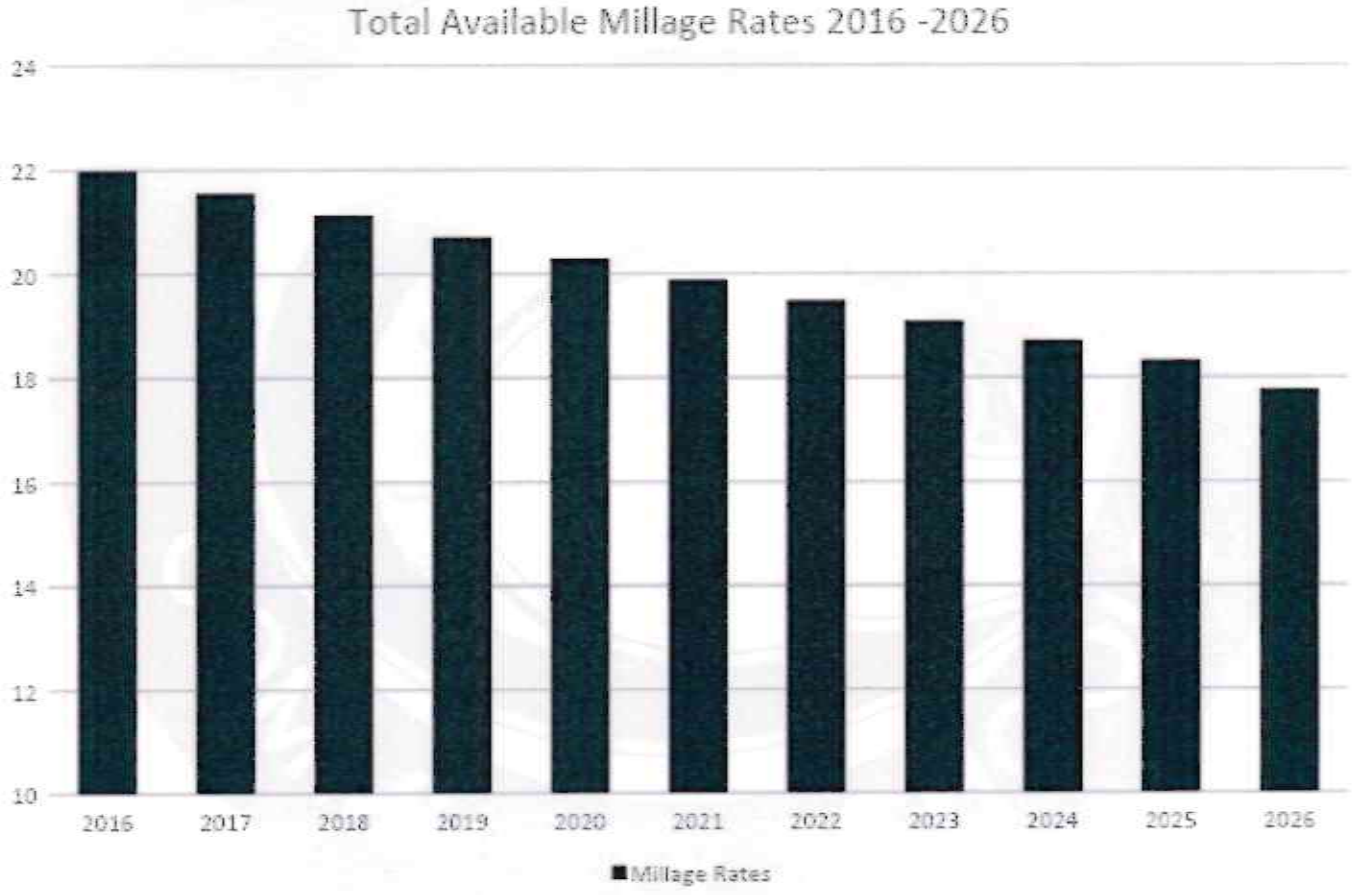
Headlee Amendment

- 1978 law to limit revenue earned from local property taxes
- Calculated annually
- Two factors
  - Increase in taxable value
  - Rate of Inflation
- If increase in total taxable value < Rate of Inflation
  - Taxable value capped at the lesser amount
  - Individual existing properties capped at lesser of TV increase or 5%
- If increase in taxable value > Rate of Inflation
  - Taxable value capped at the rate of inflation "Headlee rollback"
  - Individual existing properties capped at lesser of TV increase or 5%

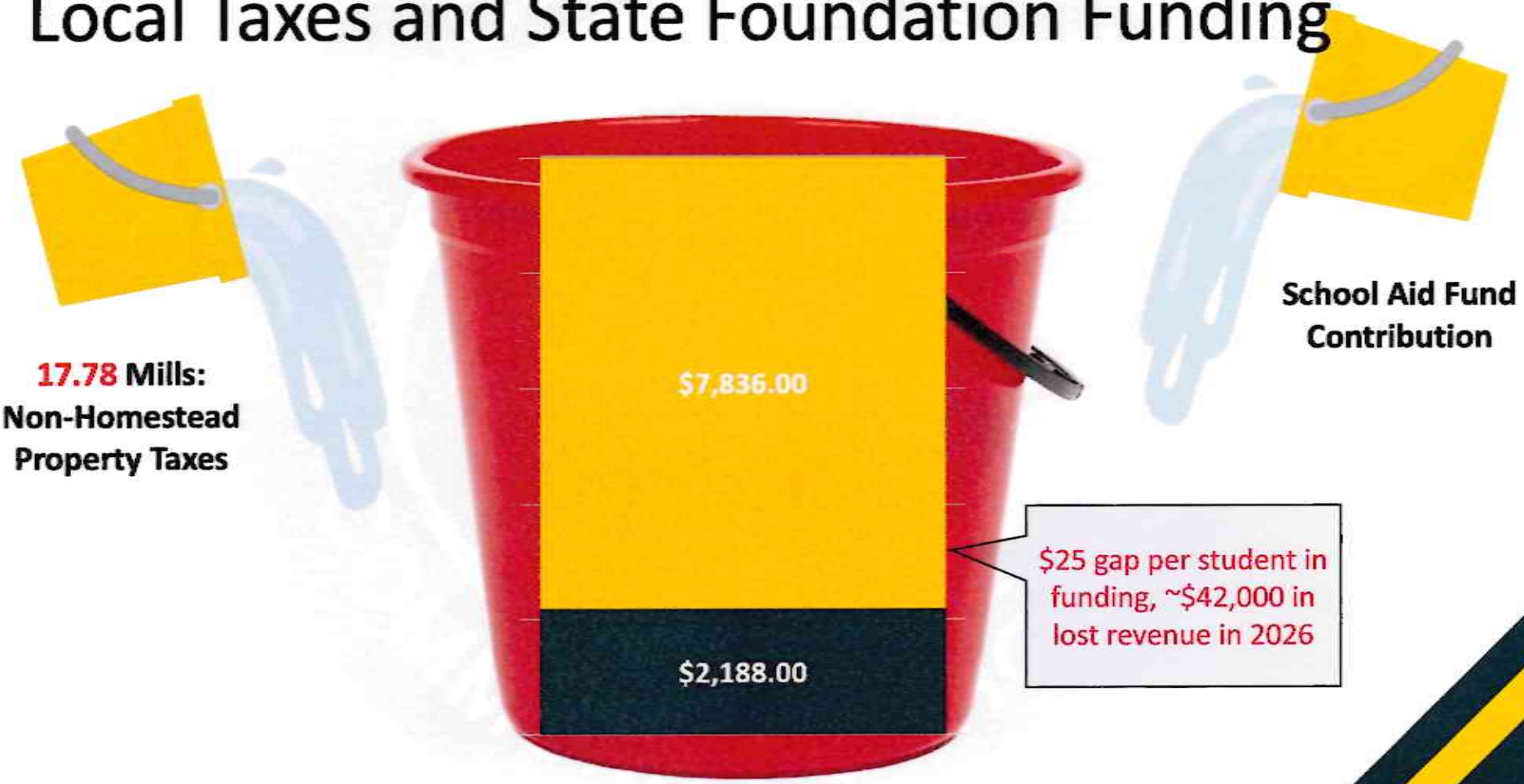
Headlee Rollback

- Calculation to limit revenue growth when inflation is less than the taxable value increase of the area
- Reduces the school district operating levy
- The State assumes every district will collect 18 mills of local property taxes annually and "fills in" the balance needed for the foundation funding

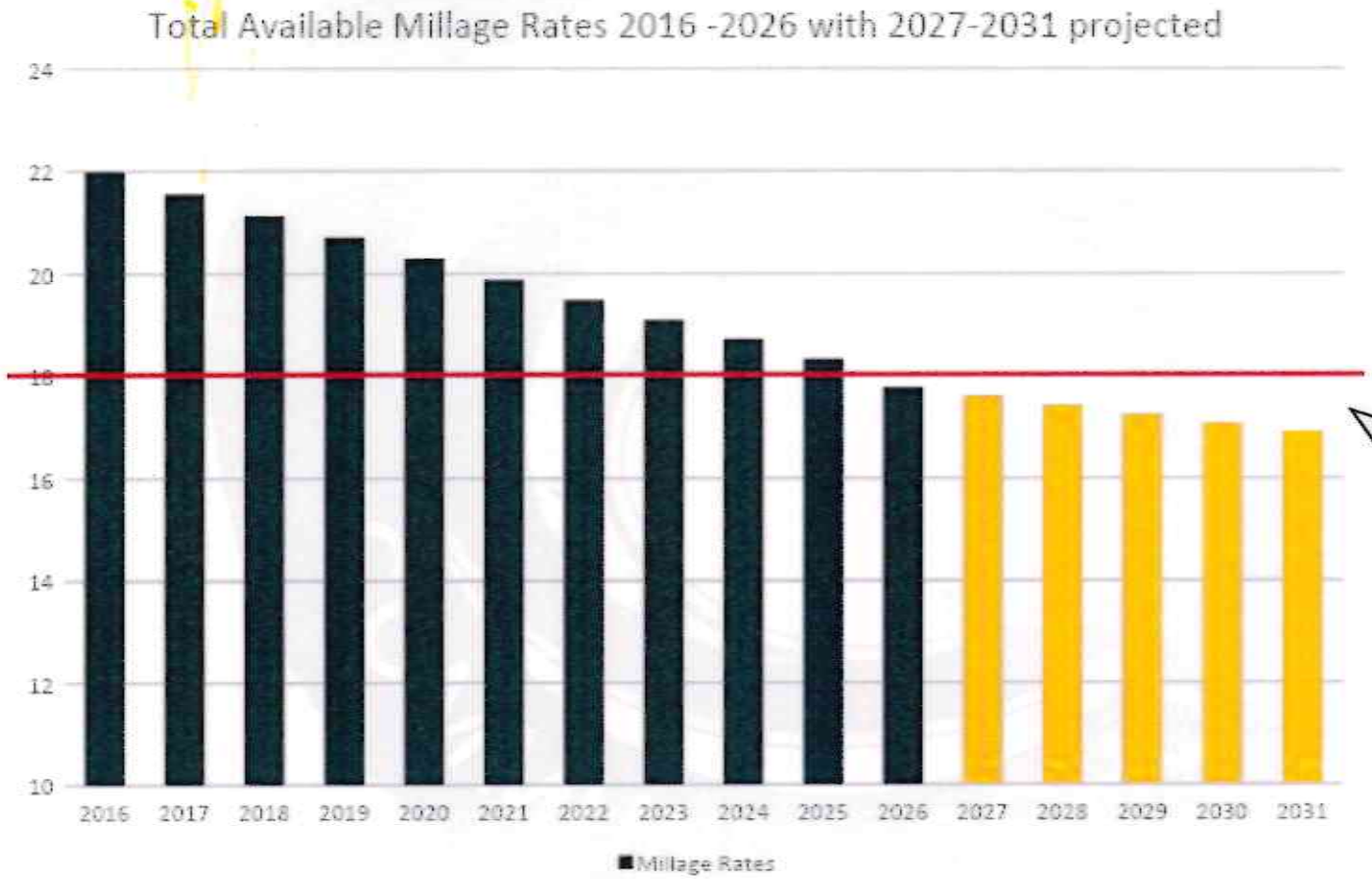
Headlee Rollback



Local Taxes and State Foundation Funding



Headlee Rollback

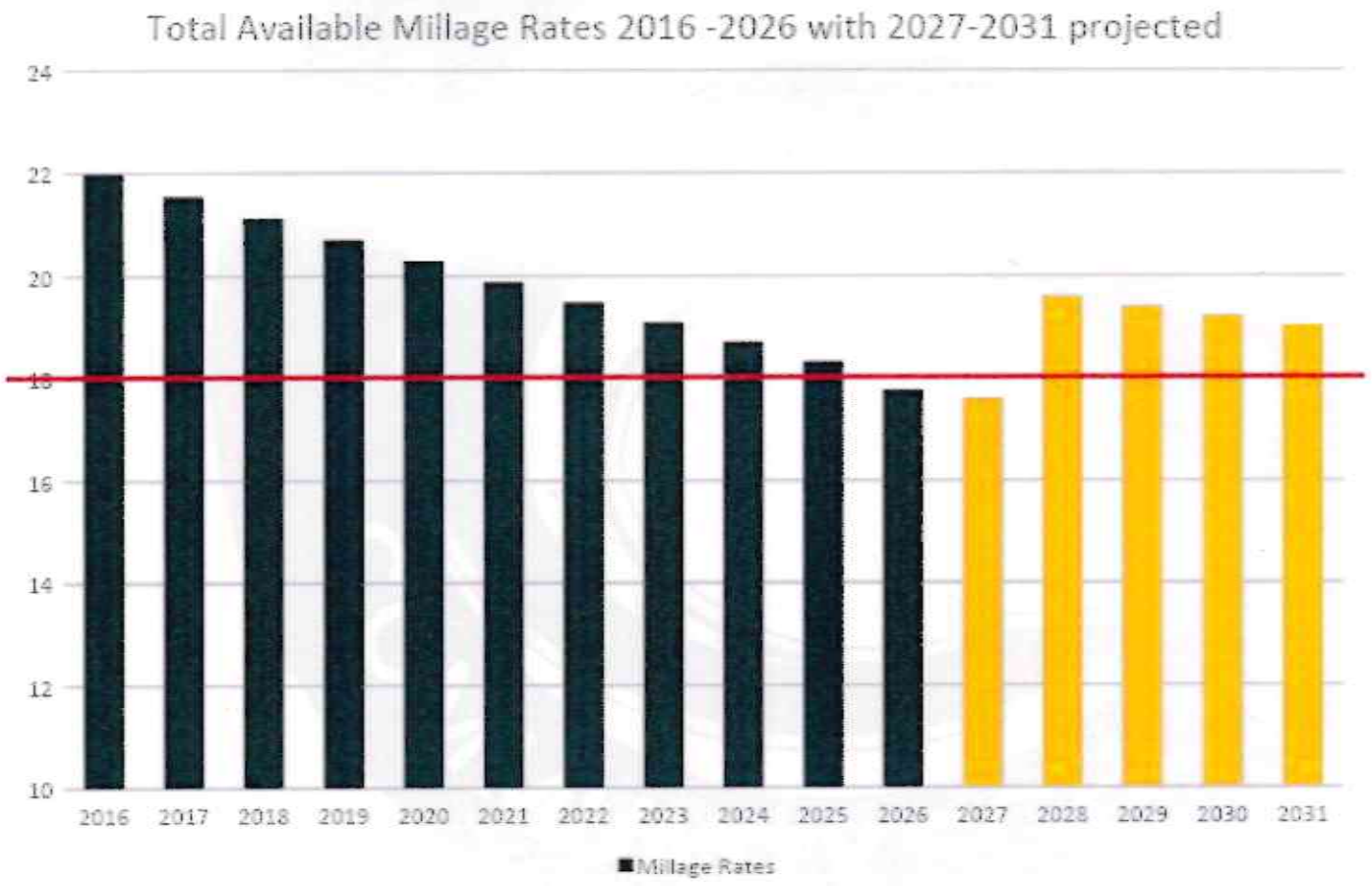


Compounding revenue losses

Headlee Override "Hedge"

- Voter approved levy that "overcaps" the state assumed 18 mills
- District cannot levy more than 18 mills
  - Example: total available operational mills = 20, levy is capped at 18 mills
  - As the Headlee amendment reduces the available mills over time, the district still receives the full foundation
- Recommendation: 2 mill increase to the current levy. Projections indicate this will be sufficient until the end of the current authorization in 2031.
- This recommendation only impacts non-homesteads
  - Industrial property, second homes, rentals, etc.
  - DOES NOT IMPACT PRIMARY HOME TAXES

Headlee Rollback



Summary

- Headlee rollback is causing Clintondale Community Schools to not receive its full foundation funding and will compound annually
- Recommending a 2 mill Headlee Override "Hedge" to restore foundation funding through 2031
- Special Election – August 4, 2026
- The restoration levy does not impact primary homes – No changes to homeowner tax rates

Board of Education Agenda Items for April 27, 2026

CONSENT ITEMS - None

NON-CONSENT ITEMS - #1-3

1. **Resignation** - It is recommended by the Superintendent and the Director of Human Resources that the Board approve the resignation of **Brenda Underwood**, McGlinnen Elementary Resource Room Teacher, effective May 1, 2026.

   Note: Brenda Underwood has worked for the District for 5 years.

2. **Board Policy 2303 - Revision** - It is recommended by the Board Policy Committee that the Board approve the revision(s) to **Board Policy 2303 - Conduct at Board Meeting and Removal from Meetings** as per the enclosed.

3. **Freedom of Information Act (FOIA) Policy Update** - It is recommended by the Board Policy Committee that the Board approve the updates to the District's Freedom of Information Act Policy **(FOIA)** as per the enclosed.

CLINTONDALE Community School District
WE ARE ALL DRAGONS!

Lee Walmsley <walmslel@clintondaleschools.net>

Resignation

2 messages

Brenda Jones [redacted] Tue, Apr 21, 2026 at 4:47 PM
To: Lee Walmsley <walmslel@clintondaleschools.net>, Kevin Knoblock <knoblockk@clintondaleschools.net>

Dear Lee Walmsley,

Please accept this letter as formal notification of my resignation from my position at Clintondale Schools, with my final day of employment being May 1, 2026.

During my time at Clintondale Schools, I have greatly appreciated the opportunity to contribute to the education and development of our students. However, after considerable reflection, I have made the difficult decision to pursue other professional opportunities that better align with my career aspirations and pedagogical philosophy.

My decision is primarily influenced by the escalating volume of administrative duties and comprehensive documentation requirements that have increasingly become a central part of my role. The extensive nature of tasks such as individualized education plan (IEP) development, various digital uploads, downloads, constant revisions, and the demand for immediate task completion, has, at times, created an overwhelming workload. This has regrettably impacted my capacity to dedicate the necessary time and focus to direct student instruction and engagement. I find that a significant portion of my day is now spent on computer-based administrative tasks, rather than on the direct educational support and interaction with students that I value most.

I am sincerely grateful for the opportunity I have been given to work within the district.

Respectfully,

Brenda Underwood

Sent from Yahoo Mail for iPhone

CCS PAYROLL AND BENEFITS

CHECK #	VENDOR	REASON
	None on this check run	

CHECK NUMBER	CHECK DATE	ASN	VEND #	VENDOR NAME	INVOICE NO	PO #	DESCRIPTION	AMOUNT
11 General Fund								
126753	4/08/26	99992	52195	AOC	5305		TEACHER OF THE YEAR AWARDS	250.00
							COMPUTER CHECK TOTAL	250.00
126754	4/08/26	07500	2164	BLUE WATER INDUSTRIAL PRODUCTS	957445		MAINTENANCE SUPPLIES	48.00
126754	4/08/26	07500	2164	BLUE WATER INDUSTRIAL PRODUCTS	958161		MAINTNENCE SUPPLIES	5.00
							COMPUTER CHECK TOTAL	53.00
126755	4/08/26	07002	353000	CINTAS CORP #721	4264136617	260047	Mop Rental	276.79
							COMPUTER CHECK TOTAL	276.79
126756	4/08/26	09976	114197	CLINTON TOWNSHIP TREASURER	15200		BOARD SECURITY	284.43
							COMPUTER CHECK TOTAL	284.43
126757	4/08/26	07285	161285	DIHYDRO SERVICES INC.	52863	260039	Water Treatment MCG	133.00
126757	4/08/26	07285	161285	DIHYDRO SERVICES INC.	52864		Water Treatment HS	528.00
126757	4/08/26	07285	161285	DIHYDRO SERVICES INC.	52865		Water Treatment PKR	147.00
							COMPUTER CHECK TOTAL	808.00
126759	4/08/26	07220	2647	THE FLYING LOCKSMITHS	068-1868979		QUICK RELEASE CLIPS	4.95
							COMPUTER CHECK TOTAL	4.95
126760	4/08/26	06450	229850	GORDON FOOD SERVICE, INC.	876273768	260300	Dragon Cafe Food	12.99
							COMPUTER CHECK TOTAL	12.99
126761	4/08/26	07500	232250	GRAINGER	9864101150		MS COMPRESSOR	282.82
126761	4/08/26	07500	232250	GRAINGER	9867209570		CREDIT MEMO	74.85-
							COMPUTER CHECK TOTAL	207.97
126762	4/08/26	07220	240100	GUARDIAN ALARM COMPANY	24595023		SERVICE CALL	227.36
							COMPUTER CHECK TOTAL	227.36
126763	4/08/26	07000	1256	KSS ENTERPRISES	1737712-2	260302	Custodial Supplies	216.16
126763	4/08/26	07000	1256	KSS ENTERPRISES	1755430-1		Custodial Supplies	151.92
126763	4/08/26	07000	1256	KSS ENTERPRISES	1755442-1		Custodial Supplies	288.35
126763	4/08/26	07000	1256	KSS ENTERPRISES	1755689		Custodial Supplies	70.08
							COMPUTER CHECK TOTAL	726.51
126764	4/08/26	08930	340501	MACOMB DUPLICATING CO.	340501		AMIN COPIES	954.42
126764	4/08/26	05730	340501	MACOMB DUPLICATING CO.	340501		HS COPIES	2,084.98
126764	4/08/26	04940	340501	MACOMB DUPLICATING CO.	340501		MS COPIES	1,355.65
126764	4/08/26	02050	340501	MACOMB DUPLICATING CO.	340501		MCG COPIES	2,357.73
126764	4/08/26	04510	340501	MACOMB DUPLICATING CO.	340501		PKR COPIES	2,519.52
126764	4/08/26	04110	340501	MACOMB DUPLICATING CO.	340501		RBW COPIES	1,544.33
126764	4/08/26	07235	340501	MACOMB DUPLICATING CO.	340501		B&G COPIES	12.46
126764	4/08/26	08598	340501	MACOMB DUPLICATING CO.	340501		PRINT SHOP COPIES	2,321.09
126764	4/08/26	07970	340501	MACOMB DUPLICATING CO.	340501		SS COPIES	37.10
126764	4/08/26	09900	340501	MACOMB DUPLICATING CO.	340501		I CAMPUS COPIES	79.76
126764	4/08/26	04110	340501	MACOMB DUPLICATING CO.	340501		DAYCARE COPIES	129.11
							COMPUTER CHECK TOTAL	13,396.15
126765	4/08/26	08055	341045	MACOMB INTERMEDIATE SCHOOL DIS	121690	260378	NVCI 6862	450.00

CHECK NUMBER	CHECK DATE	ASN	VEND #	VENDOR NAME	INVOICE NO	PO #	DESCRIPTION	AMOUNT
11 General Fund								
							COMPUTER CHECK TOTAL	450.00
126766	4/08/26	09470	414730	OCCUPATIONAL HEALTH CENTERS	716472744	260063	New Hire Physicals FUHRMAN	172.00
126766	4/08/26	09470	414730	OCCUPATIONAL HEALTH CENTERS	716483619		New Hire Physicals KERR	194.00
							COMPUTER CHECK TOTAL	366.00
126767	4/08/26	09386	241	PEARSON	31379356	260356	Basc-3 Q-Global Digital	96.00
126767	4/08/26	09386	241	PEARSON	31379356		WIAT-4 Q-Global Scoring	60.00
126767	4/08/26	09386	241	PEARSON	31379356		ASRS Q-Global	82.50
126767	4/08/26	09386	241	PEARSON	31431735		WIAT-4 Record Forms	726.60
126767	4/08/26	09386	241	PEARSON	31431735		WAIS-5 Record Forms	193.40
126767	4/08/26	09386	241	PEARSON	31431735		WAIS-5 Response Booklets	128.10
126767	4/08/26	09386	241	PEARSON	31431735		WISC-V Record Forms	204.80
126767	4/08/26	09386	241	PEARSON	31431735		Wisc-V Response Booklet	152.30
126767	4/08/26	09836	241	PEARSON	31431735		SHIPPING	70.27
							COMPUTER CHECK TOTAL	1,713.97
126768	4/08/26	08959	2699	PROCARE THERAPY	2141030		SPEECH AND SOCIAL WORKERS	9,678.60
							COMPUTER CHECK TOTAL	9,678.60
126769	4/08/26	05980	2749	SCHOOLPICTURES.COM	MBS2026-1	260377	Senior Photos	800.00
							COMPUTER CHECK TOTAL	800.00
126770	4/08/26	05760	209880	SCHOOL SPECIALITY,INC.	208136886715	260373	Paper	51.00
126770	4/08/26	04980	209880	SCHOOL SPECIALITY,INC.	208136891637		Supplies	12.00
126770	4/08/26	05760	209880	SCHOOL SPECIALITY,INC.	308104851831		School Supplies	203.29
							COMPUTER CHECK TOTAL	266.29
126771	4/08/26	99972	2778	SENSORY EDGE	19037084	260364	Phonics Classroom Rug	347.19
							COMPUTER CHECK TOTAL	347.19
126772	4/08/26	07600	494700	SHERWIN-WILLIAMS COMPANY	2779-9	260376	Paint	385.30
							COMPUTER CHECK TOTAL	385.30
126773	4/08/26	09010	494995	SHREDCORP	4410495	260059	District Shredding Serv	268.00
							COMPUTER CHECK TOTAL	268.00
126774	4/08/26	07221	507150	SPENCER OIL CO	010266-2609001	260052	Fuel	490.66
							COMPUTER CHECK TOTAL	490.66
126775	4/08/26	07220	542800	TERMINIX PROCESSING CENTER	93028370	260054	Pest Control PKR	65.98
126775	4/08/26	07220	542800	TERMINIX PROCESSING CENTER	93028371		Pest Control MCG	65.98
							COMPUTER CHECK TOTAL	131.96
126776	4/09/26	07500	434850	PHOENIX STONE COMPANY	1056		PLAYGROUND MULCH- EL'S	558.00
126776	4/09/26	07381	434850	PHOENIX STONE COMPANY	1056		BALL MIX	560.00
							COMPUTER CHECK TOTAL	1,118.00
126777	4/15/26	40072	555	AFLAC			SUPPLEMENTAL INS 4/15 PAY	787.52
							COMPUTER CHECK TOTAL	787.52

CHECK NUMBER	CHECK DATE	ASN	VEND #	VENDOR NAME	INVOICE NO	PO #	DESCRIPTION	AMOUNT
11 General Fund								
126778	4/15/26	40117	10900	MICHIGAN AFSCME COUNCIL 925			AFSCME DUE	918.90
							COMPUTER CHECK TOTAL	918.90
126779	4/15/26	40119	333675	THE MICHIGAN 529 ADVISOR PLAN			MICH 529 PLAN 4/15 PAY	455.00
							COMPUTER CHECK TOTAL	455.00
126780	4/15/26	40066	210600	MISDU			FRIEND OF THE COURT 4/15 PAY	877.00
							COMPUTER CHECK TOTAL	877.00
126781	4/15/26	40113	2664	TEAMSTERS LOCAL 214			ADMINISTRATORS UNION DUES	918.00
							COMPUTER CHECK TOTAL	918.00
126782	4/15/26	40070	2533	VELC LAW OFFICE			CASE #2405888GC 4/15 PAY	328.48
							COMPUTER CHECK TOTAL	328.48
126783	4/15/26	96710	82335	BURKE'S SPORT HAVEN, INC.	CHS40126	260386	Lizzard skin grip	87.00
126783	4/15/26	96710	82335	BURKE'S SPORT HAVEN, INC.	CHS40126		Baseball scorebooks	35.96
126783	4/15/26	96710	82335	BURKE'S SPORT HAVEN, INC.	CHS40126		MHSAA Baseballs	299.97
126783	4/15/26	96735	82335	BURKE'S SPORT HAVEN, INC.	CHS40126		Baseball Pants	250.00
126783	4/15/26	96735	82335	BURKE'S SPORT HAVEN, INC.	CHS40126		Short Sleeved Shirts	270.00
126783	4/15/26	96735	82335	BURKE'S SPORT HAVEN, INC.	CHS40126		Long Sleeved Shirts	360.00
126783	4/15/26	96735	82335	BURKE'S SPORT HAVEN, INC.	CHS40126		Socks	216.00
126783	4/15/26	96735	82335	BURKE'S SPORT HAVEN, INC.	CHS40126		Belt	57.00
							COMPUTER CHECK TOTAL	1,575.93
126784	4/15/26	09160	114197	CLINTON TOWNSHIP TREASURER	15203		BOARD SECURITY	382.96
							COMPUTER CHECK TOTAL	382.96
126785	4/15/26	96643	141010	DAKOTA HIGH SCHOOL		260380	Cougar Invite TRACK	400.00
							COMPUTER CHECK TOTAL	400.00
126786	4/15/26	09383	2282	DRIVERGENT INC	6884	260174	Transportation - Latchkey	1,794.00
126786	4/15/26	08211	2282	DRIVERGENT INC	6885		Transp. - Reg Ed Out Dist	8,694.00
126786	4/15/26	08202	2282	DRIVERGENT INC	6981		Transportation	13,400.00
126786	4/15/26	08201	2282	DRIVERGENT INC	6982		Transp. - Sp. Ed.	3,830.00
126786	4/15/26	08201	2282	DRIVERGENT INC	6984		Transp. - Sp. Ed.	4,670.00
126786	4/15/26	08211	2282	DRIVERGENT INC	6987		Transp. - Reg Ed Out Dist	2,680.00
126786	4/15/26	09383	2282	DRIVERGENT INC	6988		Transportation - Latchkey	2,180.00
							COMPUTER CHECK TOTAL	37,248.00
126787	4/15/26	07220	186026	ELECTRONIC SAFETY, INC.	37666	260382	Fire Alarm Testing	1,266.66
							COMPUTER CHECK TOTAL	1,266.66
126788	4/15/26	07220	2647	THE FLYING LOCKSMITHS	068-1870529		RBW-SERVICE CALL	135.95
							COMPUTER CHECK TOTAL	135.95
126789	4/15/26	06450	229850	GORDON FOOD SERVICE, INC.	876273807	260300	Dragon Cafe Food	16.98
126789	4/15/26	06450	229850	GORDON FOOD SERVICE, INC.	876273853		Dragon Cafe Food	41.39
126789	4/15/26	06450	229850	GORDON FOOD SERVICE, INC.	876273915		Dragon Cafe Food	29.90
126789	4/15/26	06450	229850	GORDON FOOD SERVICE, INC.	876274064		Dragon Cafe Food	467.86
126789	4/15/26	06450	229850	GORDON FOOD SERVICE, INC.	876274093		Dragon Cafe Food	19.95

CHECK NUMBER	CHECK DATE	ASN	VEND #	VENDOR NAME	INVOICE NO	PO #	DESCRIPTION	AMOUNT
11 General Fund								
126789	4/15/26	06450	229850	GORDON FOOD SERVICE, INC.	876274150		Dragon Cafe Food	17.98
							COMPUTER CHECK TOTAL	594.06
126790	4/15/26	07220	240100	GUARDIAN ALARM COMPANY	24314885		RBW-ALARM SYSTEM	180.00
126790	4/15/26	07220	240100	GUARDIAN ALARM COMPANY	24600989		HS-ALARM SYSTEM	180.00
							COMPUTER CHECK TOTAL	360.00
126791	4/15/26	07849	2117	MARCO TECHNOLOGIES, LLC	INV15101376	260000	Monthly Duo Subscrip	51.00
							COMPUTER CHECK TOTAL	51.00
126792	4/15/26	09010	329252	MASB	INV-135936		BOARD WORKSHOP-GOVERNANCE	584.06
							COMPUTER CHECK TOTAL	584.06
126794	4/15/26	07500	507200	SPINA ELECTRIC CO.	SI10097-74164		ICAMPUS-HVAC	140.00
							COMPUTER CHECK TOTAL	140.00
126795	4/15/26	07000	522540	SUPPLYDEN, INC.	608538-00		CUSTODIAL SUPPLIES	38.47
126795	4/15/26	07000	522540	SUPPLYDEN, INC.	831338-00		CREDIT MEMO	2.18-
							COMPUTER CHECK TOTAL	36.29
126796	4/15/26	07220	542800	TERMINIX PROCESSING CENTER	94912856	260054	Pest Control MCG	65.98
							COMPUTER CHECK TOTAL	65.98
126797	4/15/26	08900	531080	THRUN LAW FIRM, P.C.	312322		LEGAL FEES	13,807.90
							COMPUTER CHECK TOTAL	13,807.90
126799	4/17/26	07440	2741	ABC PARKING LOT SERVICES	1435	260389	Catch Basin Repair	7,000.00
							COMPUTER CHECK TOTAL	7,000.00
126800	4/17/26	07500	2647	THE FLYING LOCKSMITHS	068-1871510	260393	Key Cards	322.20
							COMPUTER CHECK TOTAL	322.20
126801	4/17/26	06450	229850	GORDON FOOD SERVICE, INC.	876274179	260300	Dragon Cafe Food	16.98
							COMPUTER CHECK TOTAL	16.98
126802	4/17/26	09120	356625	MESSA	2605103383		MAY PREMIUM	136,826.68
							COMPUTER CHECK TOTAL	136,826.68
126803	4/17/26	07010	1046	NOVA ENVIRONMENTAL INC	18348	260388	Floor Testing	1,040.00
							COMPUTER CHECK TOTAL	1,040.00
126804	4/17/26	07440	442675	POWER VAC SERVICE, INC	41669440	260387	Emergency service	1,436.00
126804	4/17/26	07440	442675	POWER VAC SERVICE, INC	42386340		Emergency Service	1,436.00
							COMPUTER CHECK TOTAL	2,872.00
126805	4/17/26	08959	1883	PROCARE SOFTWARE LLC	21431350		SPEECH AND SOCIAL WORKERS	8,213.60
							COMPUTER CHECK TOTAL	8,213.60
	** VOID 4/17/26 **							
126806	4/17/26	08959	2699	PROCARE THERAPY	21431350		SPEECH & PSYCHOLOGY SERVICES	8,213.60
							COMPUTER CHECK TOTAL	8,213.60

CHECK NUMBER	CHECK DATE	ASN	VEND #	VENDOR NAME	INVOICE NO	PO #	DESCRIPTION	AMOUNT
11 General Fund								
10006	4/08/26	08959	2745	JAMIE BRACKINS	8		SPEECH SERVICES	9,000.00
							* MANUAL CHECK TOTAL *	9,000.00
10007	4/08/26	08959	2756	COURTNEY ROSE LUCASSIAN	5		SPEECH SERVICES	7,762.50
							* MANUAL CHECK TOTAL *	7,762.50
10008	4/08/26	08959	2757	DANIELLE BALAGHI			SOCIAL WORKER	6,793.25
							* MANUAL CHECK TOTAL *	6,793.25
10009	4/08/26	07849	1778	EGOLD FAX	12190275		DISTRICT FAXES	173.47
							* MANUAL CHECK TOTAL *	173.47
10010	4/08/26	07731	2422	TEAM FINANCIAL GROUP INC	163909	260062	Lighting Project	11,445.00
							* MANUAL CHECK TOTAL *	11,445.00
10011	4/08/26	06950	1758	TELNET WORLDWIDE, INC	IN162273	260060	District Phone Servives	409.64
							* MANUAL CHECK TOTAL *	409.64
10012	4/08/26	06140	944	CONSTELLATION	4558664		HS GAS THRU 3/31	8,818.43
10012	4/08/26	05350	944	CONSTELLATION	4558664		MS GAS THRU 3/31	8,818.43
10012	4/08/26	04280	944	CONSTELLATION	4558664		RBW GAS THRU 3/31	3,309.15
10012	4/08/26	02230	944	CONSTELLATION	4558664		MCG GAS THRU 3/31	3,443.65
10012	4/08/26	06920	944	CONSTELLATION	4558664		ADM GAS THRU 3/31	826.39
10012	4/08/26	04660	944	CONSTELLATION	4558664		PKR GAS THRU 3/31	3,604.96
							* MANUAL CHECK TOTAL *	28,821.01
10013	4/08/26	06450	512550	STATE OF MICHIGAN			DRAGON CAFE SALES TAX	78.00
10013	4/08/26	06450	512550	STATE OF MICHIGAN			DISCOUNT	6.00-
							* MANUAL CHECK TOTAL *	72.00
10014	4/08/26	07849	1680	COMPLETE INTERACTIVE TECHNOLOG	86919	260057	Monthly CTap Leasing	870.00
							* MANUAL CHECK TOTAL *	870.00
10015	4/06/26	40100	411	UNITED STATES TREASURY			FEDERAL TAXES Q1 2026	.12
							* MANUAL CHECK TOTAL *	.12
10016	4/09/26	04490	2149	SUB TEACHER SOURCE	131406		RBW SUBS	217.60
10016	4/09/26	05601	2149	SUB TEACHER SOURCE	131409		HS SUBS	1,357.05
10016	4/09/26	06205	2149	SUB TEACHER SOURCE	131413		PKR SUB IA'S	435.20
10016	4/09/26	04431	2149	SUB TEACHER SOURCE	131413		PKR SUBS	544.00
10016	4/09/26	01980	2149	SUB TEACHER SOURCE	131416		MCG SUBS	435.20
10016	4/09/26	01984	2149	SUB TEACHER SOURCE	131416		MCG SUBS	108.80
10016	4/09/26	04861	2149	SUB TEACHER SOURCE	131456		MS SUBS	217.60
							* MANUAL CHECK TOTAL *	3,315.45
10017	4/09/26	06945	140020	DTE ENERGY			FH 910001864388 THRU 3/18	252.43
							* MANUAL CHECK TOTAL *	252.43
10018	4/10/26	05370	153900	DTE ENERGY			MS 910040103673 THRU 3/17	10,337.80
10018	4/10/26	06160	153900	DTE ENERGY			HS 910040103673 THRU 3/17	10,337.80
							* MANUAL CHECK TOTAL *	20,675.60

CHECK NUMBER	CHECK DATE	ASN	VEND #	VENDOR NAME	INVOICE NO	PO #	DESCRIPTION	AMOUNT
11 General Fund								
10019	4/10/26	08965	2265	EHIM	ADM00035918	260061	Administrator Fee	50.00
							* MANUAL CHECK TOTAL *	50.00
10020	4/10/26	96645	2428	EDUSTAFF	2026041001-3		COACHES	1,215.35
10020	4/10/26	05602	2428	EDUSTAFF	2026041001-3		HS SUBS	1,186.00
10020	4/10/26	05601	2428	EDUSTAFF	2026041001-3		HS SUBS	1,826.44
10020	4/10/26	01984	2428	EDUSTAFF	2026041001-3		MCG SUBS	889.50
10020	4/10/26	01980	2428	EDUSTAFF	2026041001-3		MCG SUBS	889.50
10020	4/10/26	04862	2428	EDUSTAFF	2026041001-3		MS SUBS	177.90
10020	4/10/26	04861	2428	EDUSTAFF	2026041001-3		MS SUBS	1,215.65
10020	4/10/26	04432	2428	EDUSTAFF	2026041001-3		PKR SUBS	444.75
10020	4/10/26	04431	2428	EDUSTAFF	2026041001-3		PKR SUBS	1,452.85
10020	4/10/26	04490	2428	EDUSTAFF	2026041001-3		RBW SUBS	1,541.80
							* MANUAL CHECK TOTAL *	10,839.74
10022	4/13/26	40004	624	FLAGSTAR BANK			DD & NET CHECKS 4/15 PAY	307,103.20
							* MANUAL CHECK TOTAL *	307,103.20
10023	4/13/26	40110	412	MICHIGAN SCHOOLS AND GOVERNMEN			CU DEPOSIT 4/15 PAY	37,370.90
							* MANUAL CHECK TOTAL *	37,370.90
10024	4/14/26	07500	104	HARBOR FREIGHT	B1242039		MAINTENANCE SUPPLIES	186.93
							* MANUAL CHECK TOTAL *	186.93
10025	4/14/26	07500	254900	HOME DEPOT CREDIT SERVICES		260049	Maintenance Supplies	122.43
							* MANUAL CHECK TOTAL *	122.43
10026	4/15/26	40120	1557	TSA CONSULTING GROUP			EE ANNUTIES 4/15 PAY	20,322.42
							* MANUAL CHECK TOTAL *	20,322.42
10027	4/15/26	40100	411	UNITED STATES TREASURY			FEDERAL TAXES 4/15 PAY	43,279.81
10027	4/15/26	40106	411	UNITED STATES TREASURY			FICA/MED TAXES 4/15 PAY	38,804.39
10027	4/15/26	40152	411	UNITED STATES TREASURY			FICA/MED MATCH 4/15 PAY	38,804.39
							* MANUAL CHECK TOTAL *	120,888.59
10028	4/15/26	04300	140020	DTE ENERGY			RBW 910001851948 THRU 3/23	3,583.53
							* MANUAL CHECK TOTAL *	3,583.53
10029	4/15/26	40122	515100	STATE OF MICHIGAN			STATE TAXES 4/15 PAY	18,279.98
							* MANUAL CHECK TOTAL *	18,279.98
10030	4/15/26	40030	899	HEALTH EQUITY			EE HSA CONTRIBUTIONS 4/15 PAY	5,505.43
							* MANUAL CHECK TOTAL *	5,505.43
10032	4/16/26	06940	140020	DTE ENERGY			ADM 910001864107 THRU 3/25	816.62
10032	4/16/26	06945	140020	DTE ENERGY			FH 910001864248 THRU 3/25	251.11
10032	4/16/26	04680	140020	DTE ENERGY			PKR 910001864503 THRU 3/25	4,832.60
10032	4/16/26	02250	140020	DTE ENERGY			MCG 910001851773 THRU 3/25	2,998.89
10032	4/16/26	02250	140020	DTE ENERGY			FH 920026898626 THRU 3/25	40.99
							* MANUAL CHECK TOTAL *	8,940.21

CHECK NUMBER	CHECK DATE	ASN	VEND #	VENDOR NAME	INVOICE NO	PO #	DESCRIPTION	AMOUNT
11 General Fund								
10033	4/16/26	09012	484	FLAGSTAR BANK			SERVICE CHARGE ASSESSED	316.76
							* MANUAL CHECK TOTAL *	316.76
10034	4/17/26	05582	2780	BRYTESPARK	CCS1004		CTE CONSULTING SERVICES	2,062.50
							* MANUAL CHECK TOTAL *	2,062.50

11 General Fund

COMPUTER CHECKS	51	$257,702.87
MANUAL CHECKS	27	$625,163.09
TOTAL CHECKS	78	$882,865.96
*** VOID SUMMARY ***		
COMPUTER VOID CHECKS		*NON-PAYMENT*
VOID CHECKS - COMPUTER	1	$8,213.60
VOID CHECKS - MANUAL		
TOTAL VOID CHECKS	1	$8,213.60
TOTAL NET CHECKS	77	$874,652.36

REPLACEMENT CHECKS

CHECK NUMBER	CHECK DATE	ASN	VEND #	VENDOR NAME	INVOICE NO	PO #	DESCRIPTION	AMOUNT
12 Federal Grants								
1326	4/15/26	09820	615998	STEPHANIE KRYCIAN			MRA CONFERENCE-HOTEL	336.64
							* MANUAL CHECK TOTAL *	336.64
1327	4/15/26	09820	617979	TERRY MARTIN			MRA CONFERENCE-HOTEL/MILEAGE	478.16
							* MANUAL CHECK TOTAL *	478.16
126758	4/08/26	20206	2282	DRIVERGENT INC	6842	260374	Transportation (Sedan)	8,250.00
126758	4/08/26	20206	2282	DRIVERGENT INC	6843		Transportation (Sedan)	2,750.00
							COMPUTER CHECK TOTAL	11,000.00
126786*	4/15/26	20206	2282	DRIVERGENT INC	6895	260384	Transportation - Sedan	4,125.00
126786	4/15/26	20206	2282	DRIVERGENT INC	6896		Transportation - Sedan	1,375.00
							COMPUTER CHECK TOTAL	5,500.00
126793	4/15/26	12100	635710	PETTY CASH-ADMINISTRATION			MCKINNEY VENTO GAS CARDS	400.00
							COMPUTER CHECK TOTAL	400.00

12 Federal Grants

COMPUTER CHECKS	3	$16,900.00
MANUAL CHECKS	2	$814.80
TOTAL CHECKS	5	$17,714.80

*** VOID SUMMARY ***	
COMPUTER VOID CHECKS	*NON-PAYMENT*
VOID CHECKS - COMPUTER	
VOID CHECKS - MANUAL	
TOTAL VOID CHECKS	

TOTAL NET CHECKS	5	$17,714.80

REPLACEMENT CHECKS

*=CHECK ALSO EXISTS IN A PRIOR FUND

CHECK NUMBER	CHECK DATE	ASN	VEND #	VENDOR NAME	INVOICE NO	PO #	DESCRIPTION	AMOUNT
13 State and Local Grants								
1325	4/15/26	00243	633700	DOROTHY WILKINS			YOYO'S FT DEPOSIT	100.00
							* MANUAL CHECK TOTAL *	100.00
126786*	4/15/26	00236	2282	DRIVERGENT INC	6983	260056	Transp. - GSRP	2,680.00
							COMPUTER CHECK TOTAL	2,680.00
126798	4/17/26	99859	159355	A R REPAIRS BAKER'S KNEADS, IN	0265382		SMOKER KIT SHIPPING	22.69
							COMPUTER CHECK TOTAL	22.69
10016*	4/09/26	99955	2149	SUB TEACHER SOURCE	131406		RBW SS SUBS	217.60
							* MANUAL CHECK TOTAL *	217.60
10020*	4/10/26	99955	2428	EDUSTAFF	2026041001-3		RBW GSRP SUBS	2,156.77
							* MANUAL CHECK TOTAL *	2,156.77
10021	4/10/26	11179	2783	TERRABOOST MEDIA			RBW GSRP ADVERTISING	2,700.00
							* MANUAL CHECK TOTAL *	2,700.00

13 State and Local Grants

COMPUTER CHECKS	2	$2,702.69
MANUAL CHECKS	4	$5,174.37
TOTAL CHECKS	6	$7,877.06

*** VOID SUMMARY ***	
COMPUTER VOID CHECKS	*NON-PAYMENT*
VOID CHECKS - COMPUTER	
VOID CHECKS - MANUAL	
TOTAL VOID CHECKS	

TOTAL NET CHECKS	6	$7,877.06

REPLACEMENT CHECKS

*=CHECK ALSO EXISTS IN A PRIOR FUND

CHECK NUMBER	CHECK DATE	ASN	VEND #	VENDOR NAME	INVOICE NO	PO #	DESCRIPTION	AMOUNT
23 Child Care								
10020*	4/10/26	01044	2428	EDUSTAFF	2026041001-3		DAYCARE	32,725.05
10020	4/10/26	01067	2428	EDUSTAFF	2026041001-3		RBW LATCHKEY	4,550.53
							* MANUAL CHECK TOTAL *	37,275.58

23 Child Care

COMPUTER CHECKS		
MANUAL CHECKS	1	$37,275.58
TOTAL CHECKS	1	$37,275.58
*** VOID SUMMARY ***		
COMPUTER VOID CHECKS		*NON-PAYMENT*
VOID CHECKS - COMPUTER		
VOID CHECKS - MANUAL		
TOTAL VOID CHECKS		
TOTAL NET CHECKS	1	$37,275.58
REPLACEMENT CHECKS		

*=CHECK ALSO EXISTS IN A PRIOR FUND

CHECK NUMBER	CHECK DATE	ASN	VEND #	VENDOR NAME	INVOICE NO	PO #	DESCRIPTION	AMOUNT
25 School Lunch Fund								
126764*	4/08/26	82020	340501	MACOMB DUPLICATING CO.	340501		FS COPIES	24.46
							COMPUTER CHECK TOTAL	24.46
10020*	4/10/26	82006	2428	EDUSTAFF	2026041001-3		NOON AIDES	3,575.04
							* MANUAL CHECK TOTAL *	3,575.04
10031	4/16/26	82005	2424	SPE HOLDINGS LLC	260312010		MARCH FOOD SERVICE	112,983.78
							* MANUAL CHECK TOTAL *	112,983.78

25 School Lunch Fund

COMPUTER CHECKS	1	$24.46
MANUAL CHECKS	2	$116,558.82
TOTAL CHECKS	3	$116,583.28

*** VOID SUMMARY ***	
COMPUTER VOID CHECKS	*NON-PAYMENT*
VOID CHECKS - COMPUTER	
VOID CHECKS - MANUAL	
TOTAL VOID CHECKS	

TOTAL NET CHECKS	3	$116,583.28

REPLACEMENT CHECKS

*=CHECK ALSO EXISTS IN A PRIOR FUND

CHECK NUMBER	CHECK DATE	ASN	VEND #	VENDOR NAME	INVOICE NO	PO #	DESCRIPTION	AMOUNT
29 Student/School Activity Fund								
3641	4/08/26	85965	2590	G BRAND	390525		BASEBALL JERSEY'S & HOODIES	3,170.00
							COMPUTER CHECK TOTAL	3,170.00

29 Student/School Activity Fund

COMPUTER CHECKS	1	$3,170.00
MANUAL CHECKS		
TOTAL CHECKS	1	$3,170.00

*** VOID SUMMARY ***	
COMPUTER VOID CHECKS	*NON-PAYMENT*
VOID CHECKS - COMPUTER	
VOID CHECKS - MANUAL	
TOTAL VOID CHECKS	

TOTAL NET CHECKS	1	$3,170.00

REPLACEMENT CHECKS

CHECK NUMBER	CHECK DATE	ASN	VEND #	VENDOR NAME	INVOICE NO	PO #	DESCRIPTION		AMOUNT
							*** GRAND TOTALS ***		
							COMPUTER CHECKS	55	$280,500.02
							MANUAL CHECKS	32	$784,986.66
							TOTAL CHECKS	87	$1,065,486.68
							*** VOID SUMMARY ***		
							COMPUTER VOID CHECKS		*NON-PAYMENT*
							VOID CHECKS - COMPUTER	1	$8,213.60
							VOID CHECKS - MANUAL		
							TOTAL VOID CHECKS	1	$8,213.60
							TOTAL NET CHECKS	86	$1,057,273.08
							REPLACEMENT CHECKS		

CHECKS IN MULTIPLE FUNDS ONLY COUNTED ONCE FOR GRAND TOTALS

** SPOILED CHECKS NOT INCLUED IN THIS REPORT **

Transaction Search - Company

Kenneth Janczarek

Posting Date	Tran Date	Account	Supplier	Amount		
04/17/2026	04/16/2026	XXXX-XXXX-XXXX-4419	Openai Chatgpt Subscr	20.00	X	!
			Debit Total USD	20.00		
			Credit Total USD	0.00		
			Total USD	20.00		

Kevin Taratuta

Posting Date	Tran Date	Account	Supplier	Amount	
04/07/2026	04/06/2026	XXXX-XXXX-XXXX-6193	Sams Club.Com	416.06	X
04/13/2026	04/10/2026	XXXX-XXXX-XXXX-6193	Samsclub.Com	74.58	X
04/14/2026	04/13/2026	XXXX-XXXX-XXXX-6193	Som Lara Cclb License	150.00	X
04/14/2026	04/13/2026	XXXX-XXXX-XXXX-6193	Solution Tree Inc	769.00	X
04/15/2026	04/13/2026	XXXX-XXXX-XXXX-6193	Sams Club.Com	395.68	X
04/16/2026	04/15/2026	XXXX-XXXX-XXXX-6193	Edge Mde 2026 61v Cte	50.00	X
04/17/2026	04/16/2026	XXXX-XXXX-XXXX-6193	Sams Club.Com	178.82	X
04/17/2026	04/16/2026	XXXX-XXXX-XXXX-6193	Epic Sports	249.33	X
			Debit Total USD	2,283.47	
			Credit Total USD	0.00	
			Total USD	2,283.47	

Shauna Hemler

Posting Date	Tran Date	Account	Supplier	Amount	
04/13/2026	04/11/2026	XXXX-XXXX-XXXX-1322	Afp Masfps	85.00	X
04/13/2026	04/11/2026	XXXX-XXXX-XXXX-1322	Afp Masfps	375.00	X
04/14/2026	04/13/2026	XXXX-XXXX-XXXX-1322	Solution Tree Inc	3,845.00	X
04/14/2026	04/13/2026	XXXX-XXXX-XXXX-1322	Solution Tree Inc	5,383.00	X
			Debit Total USD	9,688.00	
			Credit Total USD	0.00	
			Total USD	9,688.00	

L'Anse Creuse
PUBLIC SCHOOLS

L'ANSE CREUSE PUBLIC SCHOOLS/
CLINTONDALE COMMUNITY SCHOOLS
EDUCATIONAL COOPERATIVE AGREEMENT

The L'Anse Creuse Public Schools/Clintondale Community Schools, executing this Agreement, desire to cooperate in a manner that provides greater opportunities for students and efficient use of resources. The purpose of this Agreement is to facilitate cooperative programs and services between L'Anse Creuse Public Schools/Clintondale Community Schools. This includes, but is not limited to, greater access for all students to career and technical education programs, school to work opportunities, and academic or special courses not available in all districts.

In accordance with the provisions of the Michigan Revised School Code and State School Aid Act of 1996, the parties agree as follows:

1. There shall be no administrating district of the Cooperative; each participating district will be responsible for all record keeping and all reporting requirements as stipulated in state or federal laws or regulations. Accounting for student enrollment shall be made in accordance with the Michigan Revised School Code and the State School Aid act of 1996.

2. Classes and schedules will be distributed to each participating district, by each educating district, no later than February 1 of each year.

3. Costs, fees, tuition and other financial considerations shall be mutually determined by cooperating participants.

4. Transportation shall be the responsibility of each district; however, cooperative transportation may be arranged by mutual agreement of the participating districts.

5. Availability of programs, and space within a program, shall be determined by the educating district. By mutual agreement, additional classes or sections may be added to accommodate a sending district's students. If additional classes or sections are added, a fee may be charged to the participating districts, to cover associated costs for the additional class or section.

6. All students will be subject to the educating district's policies, rules and regulations when in attendance in its programs.

7. When feasible, participating districts will develop common calendars. When not feasible, students attending cooperative programs shall attend classes when the educating district's classes are in session.

8. The desire of the participating districts to collaborate for educational programs extends to new programs or grant opportunities. This Agreement may be extended to those opportunities upon the approval of the Superintendents of each participating district.

9. This Agreement shall be for the term of one school year, through August 31, 2027, and thereafter, shall be renewed each year for an additional one-year period (until August 31st of each year), unless amended by mutual agreement, in writing, and signed by authorized representatives for all parties.

By signature, below, the following school district indicates its desire to participate as a party to this agreement.

L'Anse Creuse Public Schools

By: Keith Howell

Keith Howell
Superintendent of Schools

April 15, 2026
Date

Clintondale Community Schools

By: _____

Kenneth Janczarek
Superintendent

_____
Date

2026 Senior Class Trip

Location:	Cedar Point
Date:	Tuesday, May 26, 2026
Duration:	Departure from CHS - 8 am - Return to CHS - 9 pm
Chaperones:	Mr. Taylor, Ms. Shier, another one to be determined
Transportation:	Drivergent Transportation
Expenses:	Bus Transportation - $1,500 Cedar Point - $2,073.60 Total Expense - $3,573.60
Cost per student:	42 students eligible (86) = $3,612; we are charging $86 per student.

Clintondale Community Schools
Business Office
Kevin Taratuta, Chief Financial Officer
35100 Little Mack, Clinton Township, Michigan 48035-2633
Phone: (586) 791-6300 · Fax: (586) 791-6786
www.clintondaleschools.net

MEMORANDUM

TO: Board of Education
FROM: Kevin Dale Taratuta, Chief Financial Officer
DATE: April 27, 2026
RE: Proposed Operating Millage "Hedge" (Headlee Override) – August 4, 2026 Election

Dear Board of Education Trustees;

The purpose of this memorandum is to provide the Board with an overview of the proposed operating millage "hedge" (Headlee Override) slated for the August 4, 2026, ballot. This proposal is a proactive measure to ensure the district continues to receive its full per-pupil foundation allowance from the State of Michigan.

Under Michigan's school funding formula (Proposal A), school districts must levy **18 mills** on non-homestead property (businesses, rental properties, and vacation homes) to receive their full state funding. If a district levies less than 18 mills, the State does not make up the difference, **resulting in a direct loss of revenue for our classrooms**. The levy authorized for this last fiscal year was 17.78 mills and has resulted in lost funding.

The Michigan Constitution (Headlee Amendment) requires a millage rate to be "rolled back" if the growth in local property values exceeds the rate of inflation. Even if voters previously authorized 18 mills or more, a rollback can drop that rate below what the State expects us to levy. Once a rate is rolled back, the district cannot legally "roll it back up" without a new vote. This creates a "funding gap" where the district is legally barred from collecting the full 18 mills required for full state aid.

To protect against these mandatory rollbacks, we are proposing a **Headlee Override**.

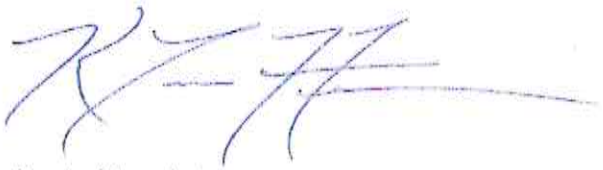
- **What it does:** It asks voters to authorize a millage rate slightly *above* 18 mills (Currently estimated to be 19.78 mills).
- **The 18-Mill Cap:** Regardless of the authorized amount, the district is **statutorily capped at levying 18 mills**.
- **Why do we authorize more?** The extra mills act as a "cushion." When future Headlee rollbacks occur, they reduce the *authorized* rate (the 19.78 mills), but as long as that rate remains above 18, we can continue to levy the full 18 mills required for our funding without returning to the ballot.

Any time we ask for a vote for our district it is important to outline the impact to the community. This proposal has **zero impact on the taxes paid on primary residences (homesteads).** This means that a homeowner in our district boundaries will not be affected by this proposal. The proposal only affects businesses and second homes. This is not a request for a new tax increase above the standard 18-mill rate. It is a request to maintain the current funding level that the district has historically relied upon.

The election date of the Headlee Override is August 4, 2026. If approved, this proposal will not impact the non-homestead tax levy until the Summer of 2027. This timeline ensures the district has the necessary authorization in place well before the 2027-2028 fiscal year begins.

Therefore, it is the recommendation of the Chief Financial Officer that the Board approve the resolution to place this operating millage proposal on the August ballot. This is a standard fiscal management tool used by Michigan school districts to "hedge" against inflationary rollbacks and secure our primary source of operating revenue.

Respectfully Submitted,



Kevin Taratuta

Chief Financial Officer – Clintondale Community Schools

April 27, 2026

OPERATING MILLAGE PROPOSAL

Frequently Asked Questions | August 4, 2026 Election

On August 4, 2026, the community will vote on a proposal to restore and stabilize the district's operating millage. This measure is essential for maintaining the full funding levels provided by the State of Michigan.

The Basics

What is an Operating Millage?

In Michigan, school districts are required to levy 18 mills on non-homestead property (businesses and second homes) to receive their full per-pupil "foundation allowance" from the State. This revenue covers day-to-day operations, including staff, utilities, and classroom materials.

What is a "Headlee Override" or "Hedge"?

The Headlee Amendment to the Michigan Constitution automatically reduces (rolls back) tax rates when property values grow faster than inflation. A "Hedge" proposal asks voters to authorize a rate slightly above 18 mills. This creates a buffer so that future rollbacks affect the buffer first, allowing the district to keep the actual tax rate steady at the required 18 mills.

Taxpayer Impact

Will this affect my primary home?

No. By law, the operating millage is only levied against non-homestead property. Your primary residence (the home you live in) is exempt from this tax.

Will the tax rate for businesses and secondary properties increase?

This proposal allows the district to **restore** the rate to the full 18-mill standard. Because mandatory state rollbacks have pushed our current rate below 18 mills, this vote ensures we return to the level intended by the State's funding formula. While the authorization might be higher (e.g., 21 mills), the district is **legally capped at 18 mills**.

Key Distinction: This is not a "new" tax, but a **restoration** of the standard 18-mill rate that the State of Michigan expects all school districts to levy.

Funding & Future

Why is this restoration necessary right now?

When our local rate drops below 18 mills due to rollbacks, the State does not make up the difference. Currently, the district is receiving less than its full foundation allowance. Restoring the levy to 18 mills ensures the district is "made whole" and receives every dollar of state funding intended for our students.

When would this go into effect?

If approved on August 4, 2026, the restored rate would not appear on tax bills until the **Summer of 2027**.

What happens if the proposal is not approved?

The district will continue to experience a funding gap. As property values rise and further rollbacks occur, the rate will drop even further below 18 mills, resulting in a permanent loss of revenue for classroom programs and services.

Clintondale Community Schools, Macomb County, Michigan (the "District")

A regular meeting of the board of education of the District (the "Board") was held in the _____, within the boundaries of the District, on the 27th day of April, 2026, at _____ o'clock in the __.m. (the "Meeting").

The Meeting was called to order by _____, President.

Present: Members

Absent: Members

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

WHEREAS:

1. This Board intends to submit a proposition at a special election to be held on Tuesday, August 4, 2026.

2. On or before 4:00 p.m. on Tuesday, May 12, 2026, the Board shall certify any ballot proposition to be submitted to the voters at such election to the election coordinator or coordinators designated to conduct elections within the District (the "Election Coordinator").

NOW, THEREFORE, BE IT RESOLVED THAT:

1. A special election of the school electors of the District be called and held on Tuesday, August 4, 2026.

2. The proposition to be voted on at the special election shall be stated on the ballots in substantially the form as set forth in Exhibit A.

3. The Election Coordinator is requested to:

a. Utilize The Macomb Daily, a newspaper published or of general circulation within the District, for publication of notices in accordance with the election law requirements.

b. Utilize ballot proposition summary information, as prepared by legal counsel, in the forms of the notices of last day of registration and election in substantially the form as set forth in Exhibit B attached hereto.

c. Provide a proof copy of the ballot to the District and its legal counsel in sufficient time to allow the ballot to be proofread prior to printing.

4. The Secretary of this Board is hereby authorized and directed to file a copy of this resolution with the Election Coordinator and with any Election Clerk or clerks designated to conduct elections within the District by 4:00 p.m., on Tuesday, May 12, 2026.

THRUN LAW FIRM, P.C.

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

Ayes: Members

Nays: Members

Resolution declared adopted.

_____
Secretary, Board of Education

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

_____
Secretary, Board of Education

FGH/clw

THRUN LAW FIRM, P.C.

EXHIBIT A

CLINTONDALE COMMUNITY SCHOOLS
OPERATING MILLAGE PROPOSAL

This proposal will allow the school district to levy the statutory rate of not to exceed 18 mills on all property, except principal residence and other property exempted by law, required for the school district to receive its revenue per pupil foundation allowance.

Shall the limitation on the amount of taxes which may be assessed against all property, except principal residence and other property exempted by law, in Clintondale Community Schools, Macomb County, Michigan, be increased by 2 mills ($2.00 on each $1,000 of taxable valuation) for a period of 5 years, 2027 to 2031, inclusive, to provide funds for operating purposes; the estimate of the revenue the school district will collect if the millage is approved and levied in 2027 is approximately $369,428 (this millage is to restore millage lost as a result of the reduction required by the Michigan Constitution of 1963 and will be levied only to the extent necessary to restore that reduction)?

THRUN LAW FIRM, P.C.

EXHIBIT B

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

CLINTONDALE COMMUNITY SCHOOLS
OPERATING MILLAGE PROPOSAL
EXEMPTING PRINCIPAL RESIDENCE
AND OTHER PROPERTY EXEMPTED BY LAW
2 MILLS FOR 5 YEARS
FOR MILLAGE RESTORATION PURPOSES, IF NECESSARY

Full text of the ballot proposition may be obtained at the administrative offices of Clintondale Community Schools, 35100 Little Mack Avenue, Clinton Township, Michigan 48035, telephone: (586) 791-6300.

THRUN LAW FIRM, P.C.

35100 Little Mack, Clinton Township, Michigan 48035-2633
Phone: (586) 791-6300 · Fax: (586) 791-6786
HYPERLINK "http://www.clintondaleschools.net"
www.clintondaleschools.net

BOARD OF EDUCATION
Jared Maynard, President
Lisa Valerio-Nowc, Vice-President
Ava McDowell, Secretary
Barry Powers, Treasurer
Kurt Wilson, Sr, Trustee
Lisa Wilson, Trustee
Diane Zontini, Trustee

Superintendent
Kenneth Janczarek

To: Members of the Board of Education

From: Kenneth Janczarek, Superintendent

Date: April 27, 2026

Subject: Recommendation for Clintondale Middle School and Clintondale High School Course Catalog to be Board Approved

Dear Members of the Clintondale Community Schools Board of Education,

It is the recommendation of the Superintendent, Kenneth Janczarek, and the Chief Academic Officer, Dr. Shauna Hemler, that the Board of Education approve the course catalogs for Clintondale Middle School and Clintondale High School for the 2026/2027 school year.

Clintondale Community Schools continues to expand course offerings for all students by providing additional core academic classes as well as elective opportunities, including Career and Technical Education (CTE) courses at both the middle school and high school levels.

These course catalogs are presented for Board approval because the Board of Education must approve the courses offered to students in order for the district to utilize these classes and collect Full-Time Equivalency (FTE) funding through the state audit process. This approval typically occurs when additional courses are added to the catalog, often during the spring of each school year. If new classes are introduced throughout the year to support student needs, those courses must also receive Board approval.

On Friday, April 17, 2026, the Clintondale High School course catalog was included in the weekly update for Board members to review. Additionally, on Monday, April 20, 2026, the Clintondale Middle School course catalog was emailed to all Board members for their review.

Thank you for your continued support as we work to expand opportunities and strengthen learning experiences for all Clintondale students.

Sincerely,

Kenneth Janczarek
Superintendent
Clintondale Community Schools



2026-2027 Course Catalog

35200 Little Mack Avenue | Clinton Township, MI 48035
P: 586.791.6302 | F: 586.790.7642 | www.clintondaleschools.net

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6th Grade Core Class Selection

6th Grade English Language Arts (ELA)

The 6th Grade English Language Arts course provides students with a comprehensive study of reading, writing, speaking, and listening aligned to state academic standards. Students will engage with a variety of literary genres and informational texts to strengthen comprehension, vocabulary, and analytical skills. Writing instruction focuses on developing clear and well-organized compositions across narrative, informative, and argumentative modes. Grammar, usage, and conventions are taught in context to support effective written and oral communication.

Emphasis is placed on close reading, critical thinking, and discussion as students learn to cite textual evidence, analyze author's craft, and express their ideas through both written and verbal responses. The course prepares students for the rigors of advanced literacy study and fosters a lifelong appreciation for reading and writing.

6th Grade Honors English Language Arts (ELA)

The 6th Grade Honors English Language Arts course is designed for students who demonstrate advanced reading, writing, and critical thinking skills. In addition to the core ELA curriculum, students in the honors course engage in more complex texts and higher-level analysis, emphasizing depth of understanding, independent inquiry, and advanced vocabulary development.

Writing assignments require greater sophistication in structure, style, and argumentation, and students are expected to demonstrate strong command of grammar and conventions. Honors students participate in enriched discussions, independent projects, and research-based tasks that promote academic rigor and intellectual curiosity. This course challenges students to exceed grade-level expectations and prepares them for continued success in advanced English Language Arts coursework.

6th Grade Mathematics

The 6th Grade Mathematics course focuses on building a strong foundation in number sense, ratios, and proportional reasoning in alignment with the Michigan Mathematics Standards. Students explore key concepts including operations with fractions and decimals, integers, expressions and equations, and introductory geometry and statistics. Problem-solving, mathematical reasoning, and real-world application are emphasized throughout the curriculum.

Students develop fluency with mathematical procedures and learn to apply multiple strategies to analyze and solve complex problems. Instruction integrates hands-on activities, collaborative learning, and technology to support conceptual understanding and mathematical confidence. This course prepares students for success in Pre-Algebra and future math coursework.

6th Grade Honors Mathematics

The 6th Grade Honors Mathematics course is designed for students demonstrating advanced proficiency and interest in mathematics. Following the Michigan Mathematics Standards, this accelerated course covers all 6th grade standards with greater depth and complexity and introduces select 7th grade concepts. Students engage in higher-level problem solving, abstract reasoning, and critical analysis of mathematical relationships.

Coursework emphasizes mathematical communication, independent inquiry, and application of concepts to real-world and cross-disciplinary situations. Honors Math students are expected to demonstrate strong perseverance, curiosity, and a commitment to academic challenge as they prepare for advanced middle school and high school mathematics pathways.

6th Grade World Geography

The 6th Grade World Geography course introduces students to the study of the world's regions, cultures, and environments through the lens of the Michigan Social Studies Standards. Students develop geographic literacy by examining how physical and human systems shape the Earth and influence societies across continents. Key topics include landforms, climate, natural resources, population distribution, and the interaction between people and their environment.

Students use maps, data, and case studies to analyze global issues and explore the connections between geography, culture, and economics. Emphasis is placed on developing spatial thinking, critical analysis, and global awareness, preparing students to understand their place in an interconnected world.

6th Grade Honors World Geography

The 6th Grade Honors World Geography course challenges students to investigate global patterns and relationships with greater depth and sophistication. Building upon the Michigan Social Studies Standards, this course integrates advanced analysis of geographic data, current world issues, and complex regional studies. Students engage in research projects, debates, and written analyses that foster critical thinking, argumentation, and global citizenship.

Honors students are expected to demonstrate strong academic skills, independence, and curiosity as they explore how geographic, cultural, political, and environmental factors shape the modern world. This course provides a rigorous foundation for continued study in history and the social sciences.

6th Grade Science

The 6th Grade Science course follows the Michigan Science Standards, which are based on the Next Generation Science Standards (NGSS). Students engage in inquiry-based learning across the core disciplinary areas of Earth, Life, and Physical Science. Topics include energy transfer, the structure of matter, Earth's systems and resources, ecosystems, and the interdependence of living organisms.

Students develop scientific thinking skills through hands-on investigations, data analysis, and evidence-based reasoning. The course emphasizes curiosity, collaboration, and problem-solving as students learn to think and act like scientists, preparing them for deeper scientific study in middle and high school.

6th Grade Honors Science

The 6th Grade Honors Science course provides an accelerated and enriched study of scientific concepts aligned with the Michigan Science Standards and the NGSS framework.

Students explore the same core topics as the general science course but with greater depth, emphasizing scientific modeling, experimental design, and advanced data interpretation.

Honors students engage in independent and collaborative research, extended lab experiences, and complex problem-solving activities. The course challenges students to connect scientific concepts across disciplines and apply their learning to real-world environmental and technological issues. This course prepares students for advanced science coursework and fosters a lasting passion for inquiry and discovery.

6-8th Grade Special Services

ELA Support

The ELA Support course provides individualized and small-group instruction to strengthen reading, writing, and communication skills aligned with grade-level English Language Arts standards. Students receive targeted support in reading comprehension, vocabulary development, written expression, and language conventions. Instruction is differentiated based on student learning needs as identified in Individualized Education Programs (IEPs). The course reinforces skills taught in the general education ELA classroom while incorporating evidence-based literacy interventions, progress monitoring, and strategies to promote confidence and independence in reading and writing.

Resource Room

The Resource Room course offers intensive academic support for students requiring targeted assistance in one or more core subjects. This class focuses on addressing specific learning needs through individualized interventions, reteaching, and guided practice. Students engage in goal-oriented instruction aligned with their IEPs, emphasizing progress toward grade-level standards and skill mastery. Teachers use data to monitor student growth, provide academic scaffolds, and foster self-advocacy and study skills that support success across all academic areas.

Math Support

The Math Support course provides students with individualized instruction in foundational math skills and concepts aligned to grade-level standards. Students work in small groups to strengthen understanding in number sense, computation, problem-solving, and mathematical reasoning. Instruction focuses on bridging skill gaps, reinforcing concepts introduced in the

general education math curriculum, and developing strategies for applying math in real-world contexts. Lessons are differentiated according to IEP goals and designed to promote student growth, accuracy, and mathematical confidence.

MiCi Program ((MiCi Art, MiCi English, MiCi Science, MiCi Social Studies, MiCi Health, MiCi Math)

The MiCI (Mild Cognitive Impairment) classroom is a special education setting for students with mild cognitive impairments or other disabilities, as defined by the Michigan Administrative Rules for Special Education (MARSE). The classroom supports students in a self-contained setting. The decision for the student to attend the MiCi classroom is determined by a student's Individualized Education Program (IEP) team. The secondary program for students with mild cognitive impairment shall have not more than 15 different students in the classroom at any one time and the teacher shall be responsible for the educational programming for not more than 15 different students.

6-8th Grade Electives For Students Requiring Grade Level Support

Life Skills

The Life Skills course is designed to help students develop essential skills for personal growth, responsibility, and success in school and everyday life. Students learn practical strategies in areas such as organization, communication, decision-making, goal setting, problem-solving, and self-management. The course also explores topics related to citizenship, digital responsibility, and interpersonal relationships.

Life Skills emphasizes building confidence and independence as students transition into middle school. Through hands-on activities and discussions, students gain tools to support their social, emotional, and academic development both inside and outside the classroom.

English Intervention

The English Intervention course is designed to help students reach grade-level proficiency in reading and writing, in alignment with the Michigan English Language Arts Standards. Students

receive targeted instruction in reading comprehension, vocabulary development, grammar, and written expression.

Instruction is differentiated to address individual learning needs and may include small-group lessons, guided reading, and literacy practice using adaptive programs. The course focuses on building confidence and competence in core ELA skills, preparing students to meet or exceed grade-level expectations in English Language Arts.

Math Intervention

The Math Intervention course supports students in developing foundational math skills necessary for success in grade-level mathematics. Aligned with the Michigan Mathematics Standards, the course provides individualized and small-group instruction to strengthen students' understanding of key concepts such as number sense, operations, fractions, decimals, and problem-solving.

Students receive targeted support through hands-on activities, direct instruction, and digital learning tools. The course is designed to close skill gaps, build confidence, and prepare students to successfully meet grade-level math standards.

6th Grade Elective Courses:

6th Grade Art

The 6th Grade Art course introduces students to the elements and principles of design through hands-on exploration of a variety of media, techniques, and artistic styles. Aligned with the Michigan Arts Education Standards for Visual Arts, students will learn to express ideas creatively while developing skills in drawing, painting, sculpture, and mixed media.

Art history and cultural connections are integrated to help students understand art's role in society. Emphasis is placed on creativity, craftsmanship, and reflection, allowing students to develop confidence as young artists while building foundational knowledge for future visual arts study.

6th Grade Band

The 6th Grade Band course introduces students to the fundamentals of instrumental music performance in alignment with the Michigan Arts Education Standards for Music. Students learn to read musical notation, develop proper tone production, and perform with correct rhythm, pitch, and dynamics. Instruction focuses on ensemble playing, listening skills, and musicianship as students work collaboratively to prepare and perform concert selections.

Through regular practice and performance, students build confidence, discipline, and appreciation for music as both an art form and a means of expression. No prior musical experience is required; students will select and learn a band instrument with the guidance of the instructor.

6th Grade Dance

The 6th Grade Dance course introduces students to the elements of dance as an expressive art form, following the Michigan Arts Education Standards for Dance. Students explore movement, rhythm, and coordination through a variety of dance styles such as jazz, modern, and cultural dance. Instruction focuses on body awareness, technique, choreography, and performance skills.

Students learn to interpret music and emotion through movement while developing confidence, creativity, and collaboration. The course promotes physical fitness and artistic expression, culminating in performances that allow students to demonstrate their learning and growth as developing dancers.

6th Career Exploration

Career Exploration is a middle school elective designed to help students discover a wide range of career pathways while building essential academic and real-world skills. Through hands-on projects, problem-based learning, and collaborative activities, students will place themselves in the mindset of professionals across various industries, with an emphasis on STEM-related careers.

Students will explore careers in science, technology, engineering, mathematics, healthcare, skilled trades, and emerging fields while learning how core academic skills connect to real-world applications. All activities are aligned with grade-level standards in core content areas, including English Language Arts, mathematics, science, and social studies, ensuring academic rigor while promoting relevance and engagement.

Throughout the course, students will develop critical thinking, communication, teamwork, and problem-solving skills while gaining a better understanding of their interests, strengths, and future career possibilities. This course encourages curiosity, career awareness, and early college- and career-readiness skills in a supportive and exploratory learning environment.

6th Grade Environmental Science

The 6th Grade Environmental Science course engages students in the study of the natural world and the impact of human activity on the environment, following the Michigan Science Standards and Next Generation Science Standards (NGSS). Students explore ecosystems, biodiversity, renewable and nonrenewable resources, and environmental sustainability through inquiry-based investigations and hands-on projects.

The course emphasizes critical thinking, problem-solving, and stewardship as students examine local and global environmental issues. Learners are encouraged to become responsible citizens who understand the importance of conservation and sustainability.

6th Grade Intro to Computer Science

Introduction to Computer Science is a middle school elective that provides students with foundational knowledge and hands-on experience in key areas of computer science. Students will learn the basics of coding, cybersecurity, and robotics while developing problem-solving and computational thinking skills. Through interactive lessons and project-based learning, students will explore how computer science concepts are used in real-world applications and across a variety of career pathways.

The course introduces students to age-appropriate programming concepts such as sequencing, loops, conditionals, and debugging, while also building an understanding of digital citizenship, online safety, and cybersecurity principles. Students will gain exposure to robotics by designing, programming, and testing simple automated systems that reinforce engineering and design-thinking practices.

6th Grade Physical Education

The 6th Grade Physical Education course promotes physical fitness, teamwork, and healthy living in accordance with the Michigan Physical Education Standards. Students participate in a

variety of individual and team sports, fitness activities, and cooperative games designed to enhance coordination, endurance, and overall wellness.

Instruction emphasizes sportsmanship, goal setting, and respect for self and others. Students learn the value of lifelong physical activity and develop the skills and confidence necessary to maintain a healthy lifestyle.

6th Grade Health

This middle school health course is aligned to the Michigan Department of Education Health Education Standards and focuses on developing the knowledge and skills necessary for students to make informed, responsible decisions that promote lifelong health and wellness. Through interactive and skill-based instruction, students explore key topics including social and emotional health, nutrition and physical activity, substance use prevention, personal safety, healthy relationships, and disease prevention. Emphasis is placed on building critical thinking, goal-setting, communication, and decision-making skills that support positive health behaviors and overall well-being.

7th Grade Core Class Selection

7th Grade English Language Arts (ELA)

The 7th Grade English Language Arts course builds on foundational literacy skills through the study of increasingly complex texts. Aligned with the Michigan English Language Arts Standards, students read a range of literary and informational works to develop comprehension, vocabulary, and analytical thinking. Writing instruction focuses on narrative, informative, and argumentative compositions with emphasis on organization, style, and evidence-based reasoning.

Students engage in class discussions, presentations, and collaborative projects to strengthen communication and critical thinking. The course prepares students for the advanced literacy and analytical demands of 8th grade and beyond.

7th Grade Honors English Language Arts (ELA)

The 7th Grade Honors English Language Arts course is designed for students demonstrating advanced proficiency in reading and writing. Students explore complex literature and informational texts that require higher-level analysis and interpretation. Writing assignments emphasize sophistication, depth, and originality across multiple genres.

Honors students engage in independent inquiry, research projects, and academic discourse that foster critical thinking and creativity. The course challenges students to exceed grade-level expectations and prepares them for advanced and honors-level coursework in high school English.

7th Grade Mathematics

Aligned with the Michigan Mathematics Standards, 7th Grade Mathematics emphasizes proportional reasoning, expressions and equations, geometry, and data analysis. Students extend their understanding of rational numbers, ratios, and percentages while applying mathematical concepts to real-world situations.

Instruction focuses on conceptual understanding, problem-solving, and mathematical communication. Students develop confidence and fluency in computation and reasoning as they prepare for Pre-Algebra and Algebra.

7th Grade Honors Mathematics

The 7th Grade Honors Mathematics course provides an accelerated and in-depth study of mathematical concepts aligned with the Michigan Mathematics Standards. Students explore advanced topics in proportional reasoning, algebraic thinking, and geometry while also previewing select 8th grade content.

This course challenges students to apply mathematical reasoning to complex, multi-step problems and real-world applications. Honors Math students are expected to demonstrate perseverance, precision, and curiosity as they prepare for high school Algebra I.

7th Grade World History

The 7th Grade World History course aligns with the Michigan Social Studies Standards and examines global civilizations from ancient through early modern times. Students explore political systems, cultural developments, economic structures, and belief systems that shaped human societies.

Through analysis of primary and secondary sources, students develop historical thinking, critical reasoning, and geographic literacy. The course emphasizes understanding connections between historical events and modern global issues.

7th Grade Honors World History

The 7th Grade Honors World History course offers a deeper exploration of world civilizations, with greater emphasis on historical analysis and interpretation. Students engage in independent research, debates, and analytical writing that foster academic rigor and intellectual curiosity.

Aligned with the Michigan Social Studies Standards, this course encourages students to examine global patterns and relationships critically, preparing them for advanced study in the social sciences.

7th Grade Science

The 7th Grade Science course follows the Michigan Science Standards and the NGSS framework, emphasizing life, physical, and Earth sciences. Students study ecosystems, matter and energy, Earth's systems, and weather and climate through inquiry-based investigations.

Students develop scientific reasoning and data-analysis skills through hands-on experiments and projects. The course promotes curiosity, collaboration, and a deeper understanding of the natural world.

7th Grade Honors Science

The 7th Grade Honors Science course offers a rigorous, accelerated study of scientific concepts aligned with the Michigan Science Standards. Students investigate advanced topics in life, physical, and Earth sciences with emphasis on scientific modeling, experimental design, and data interpretation.

Honors students complete research-based projects and engage in inquiry-driven learning that promotes deeper understanding and critical thinking, preparing them for high school-level science coursework.

7th Grade Elective Courses

7th Grade Art

The 7th Grade Art course introduces students to the elements and principles of design through hands-on exploration of a variety of media, techniques, and artistic styles. Aligned with the Michigan Arts Education Standards for Visual Arts, students will learn to express ideas creatively while developing skills in drawing, painting, sculpture, and mixed media.

Art history and cultural connections are integrated to help students understand art's role in society. Emphasis is placed on creativity, craftsmanship, and reflection, allowing students to develop confidence as young artists while building foundational knowledge for future visual arts study.

7th Advanced Art

This advanced middle school art course is designed for students who demonstrate strong interest and foundational skills in visual arts. Building on prior learning and aligned to the Michigan Visual Arts Standards, students engage in more complex and independent artistic processes, including drawing, painting, sculpture, and mixed media. Emphasis is placed on creative problem-solving, technique refinement, and the development of a personal artistic voice. Students analyze and interpret works of art, make connections to historical and contemporary artists, and participate in critique to strengthen their ability to reflect on and communicate about their work. This course encourages innovation, persistence, and craftsmanship while preparing students for high school-level art experiences.

7th Grade Band

The 7th Grade Band course introduces students to the fundamentals of instrumental music performance in alignment with the Michigan Arts Education Standards for Music. Students learn to read musical notation, develop proper tone production, and perform with correct rhythm, pitch, and dynamics. Instruction focuses on ensemble playing, listening skills, and musicianship as students work collaboratively to prepare and perform concert selections.

Through regular practice and performance, students build confidence, discipline, and appreciation for music as both an art form and a means of expression. No prior musical

experience is required; students will select and learn a band instrument with the guidance of the instructor.

7th Grade Advanced Band

This advanced band course is designed for students who demonstrate strong foundational skills and a commitment to continued growth in instrumental music. Aligned to the Michigan Arts Education Standards for Music, students refine technique, tone production, music literacy, and ensemble performance skills through the study of increasingly complex repertoire. Emphasis is placed on individual responsibility, disciplined practice habits, and collaborative musicianship within a full ensemble setting. Students will analyze and interpret music, respond to conductor feedback, and engage in peer critique to enhance performance quality. Participation in concerts and performances is an essential component of the course, fostering confidence, accountability, and an appreciation for the role of music in culture and community.

7th Grade Career Exploration

CTE Exploration is a middle school elective designed to help students discover a wide range of career pathways while building essential academic and real-world skills. Through hands-on projects, problem-based learning, and collaborative activities, students will place themselves in the mindset of professionals across various industries, with an emphasis on STEM-related careers.

Students will explore careers in science, technology, engineering, mathematics, healthcare, skilled trades, and emerging fields while learning how core academic skills connect to real-world applications. All activities are aligned with grade-level standards in core content areas, including English Language Arts, mathematics, science, and social studies, ensuring academic rigor while promoting relevance and engagement.

Throughout the course, students will develop critical thinking, communication, teamwork, and problem-solving skills while gaining a better understanding of their interests, strengths, and future career possibilities. This course encourages curiosity, career awareness, and early college- and career-readiness skills in a supportive and exploratory learning environment.

7th Grade Dance

The 7th Grade Dance course introduces students to the elements of dance as an expressive art form, following the Michigan Arts Education Standards for Dance. Students explore movement, rhythm, and coordination through a variety of dance styles such as jazz, modern, and cultural dance. Instruction focuses on body awareness, technique, choreography, and performance skills.

Students learn to interpret music and emotion through movement while developing confidence, creativity, and collaboration. The course promotes physical fitness and artistic expression, culminating in performances that allow students to demonstrate their learning and growth as developing dancers.

7th Grade Advanced Dance

This advanced middle school dance class is designed for dedicated students who want to expand both their technical abilities and their understanding of dance as an art form. Students will explore dance anatomy, learning about muscle groups, alignment, flexibility, and injury prevention to support safe and effective movement. The course also includes the study of dance history, with a focus on influential styles and pioneers that have shaped modern movement. Technical training will incorporate ballet, jazz, Horton, and Dunham techniques, helping students develop strength, precision, rhythm, and expressive performance quality. Ballet will emphasize foundational skills such as posture and control, while jazz focuses on style and dynamics; Horton technique builds strength and alignment through structured exercises, and Dunham technique introduces isolations, polyrhythms, and cultural context. Throughout the class, students will engage in choreography, improvisation, and performance opportunities, fostering discipline, creativity, confidence, and a deeper appreciation for dance.

7th Grade Environmental Science

The 7th Grade Environmental Science course engages students in the study of the natural world and the impact of human activity on the environment, following the Michigan Science Standards and Next Generation Science Standards (NGSS). Students explore ecosystems, biodiversity, renewable and nonrenewable resources, and environmental sustainability through inquiry-based investigations and hands-on projects.

The course emphasizes critical thinking, problem-solving, and stewardship as students examine local and global environmental issues. Learners are encouraged to become responsible citizens who understand the importance of conservation and sustainability.

7th Grade Intro to Computer Science

Introduction to Computer Science is a middle school elective that provides students with foundational knowledge and hands-on experience in key areas of computer science. Students will learn the basics of coding, cybersecurity, and robotics while developing problem-solving and computational thinking skills. Through interactive lessons and project-based learning, students will explore how computer science concepts are used in real-world applications and across a variety of career pathways.

The course introduces students to age-appropriate programming concepts such as sequencing, loops, conditionals, and debugging, while also building an understanding of digital citizenship, online safety, and cybersecurity principles. Students will gain exposure to robotics by designing, programming, and testing simple automated systems that reinforce engineering and design-thinking practices.

7th Grade Newspaper

The 7th Grade Newspaper course engages students in the process of journalism and media production. Students learn to research, write, edit, and design articles for school publications while developing communication and collaboration skills.

Aligned with the Michigan English Language Arts Standards, this course emphasizes clear writing, ethical reporting, and digital literacy. Students take on editorial roles and contribute to a student-produced newspaper that reflects the school community.

7th Grade Physical Education

The 7th Grade Physical Education course promotes physical fitness, teamwork, and healthy living in accordance with the Michigan Physical Education Standards. Students participate in a variety of individual and team sports, fitness activities, and cooperative games designed to enhance coordination, endurance, and overall wellness.

Instruction emphasizes sportsmanship, goal setting, and respect for self and others. Students learn the value of lifelong physical activity and develop the skills and confidence necessary to maintain a healthy lifestyle.

7th Grade Health

This middle school health course is aligned to the Michigan Department of Education Health Education Standards and focuses on developing the knowledge and skills necessary for students to make informed, responsible decisions that promote lifelong health and wellness. Through interactive and skill-based instruction, students explore key topics including social and emotional health, nutrition and physical activity, substance use prevention, personal safety, healthy relationships, and disease prevention. Emphasis is placed on building critical thinking, goal-setting, communication, and decision-making skills that support positive health behaviors and overall well-being.

8th Grade Core Class Selections

8th Grade English Language Arts (ELA)

The 8th Grade English Language Arts course prepares students for high school-level literacy and analytical work. Aligned with the Michigan English Language Arts Standards, students study complex texts across genres to enhance comprehension, vocabulary, and critical thinking. Writing instruction emphasizes clear argumentation, evidence-based reasoning, and literary analysis.

Students engage in academic discussions, presentations, and research projects that promote effective communication and self-expression. The course builds advanced literacy skills essential for success in secondary education.

8th Grade Honors English Language Arts (ELA)

The 8th Grade Honors English Language Arts course challenges students with advanced reading and writing experiences requiring higher-order thinking and sophisticated expression. Students analyze complex texts, craft multi-paragraph essays, and engage in research and literary critique.

Honors students participate in enriched discussions and independent projects that promote intellectual curiosity, creativity, and academic excellence. This course prepares students for high school Honors and Advanced Placement English coursework.

8th Grade Mathematics

Aligned with the Michigan Mathematics Standards, 8th Grade Mathematics deepens students' understanding of algebraic expressions, linear relationships, geometry, and data analysis. Students strengthen their reasoning and problem-solving skills through real-world applications and mathematical modeling.

The course prepares students for success in Algebra I and future mathematics courses by promoting confidence, precision, and perseverance.

8th Grade Honors Mathematics

The 8th Grade Honors Mathematics course provides an accelerated, rigorous study of algebraic and geometric concepts, preparing students for high school Algebra I or Geometry. Students engage in in-depth exploration of equations, functions, systems of equations, and transformations.

Honors students are expected to think critically, apply advanced reasoning, and demonstrate mastery of abstract mathematical concepts.

8th Grade U.S. History

The 8th Grade U.S. History course follows the Michigan Social Studies Standards and examines American history from the founding through Reconstruction. Students analyze major events, movements, and individuals that shaped the development of the United States.

Emphasis is placed on critical thinking, historical inquiry, and civic understanding through the study of primary and secondary sources. The course fosters awareness of the nation's democratic principles and their relevance today.

8th Grade Honors U.S. History

The 8th Grade Honors U.S. History course provides an enriched and analytical study of America's founding and early development. Students engage in extended research, debates, and written analyses that require critical interpretation of historical sources.

This course challenges students to make connections between historical events and modern society while preparing them for advanced coursework in social studies and the humanities.

8th Grade Science

Aligned with the Michigan Science Standards and NGSS, the 8th Grade Science course integrates physical, life, and Earth sciences. Students explore topics such as forces and motion, chemical interactions, and environmental systems through laboratory investigations and problem-based learning.

The course emphasizes inquiry, experimentation, and the application of scientific reasoning to real-world issues, preparing students for high school science courses.

8th Grade Honors Science

The 8th Grade Honors Science course provides an accelerated and advanced study of scientific concepts. Students engage in complex laboratory investigations, modeling, and research aligned with the Michigan Science Standards.

Honors students explore scientific questions at a deeper level, connecting concepts across disciplines while developing strong analytical and problem-solving skills.

8th Grade Elective Courses

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Students will explore careers in science, technology, engineering, mathematics, healthcare, skilled trades, and emerging fields while learning how core academic skills connect to real-world applications. All activities are aligned with grade-level standards in core content areas, including English Language Arts, mathematics, science, and social studies, ensuring academic rigor while promoting relevance and engagement.

Throughout the course, students will develop critical thinking, communication, teamwork, and problem-solving skills while gaining a better understanding of their interests, strengths, and future career possibilities. This course encourages curiosity, career awareness, and early college- and career-readiness skills in a supportive and exploratory learning environment.

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The course introduces students to age-appropriate programming concepts such as sequencing, loops, conditionals, and debugging, while also building an understanding of digital citizenship, online safety, and cybersecurity principles. Students will gain exposure to robotics by designing, programming, and testing simple automated systems that reinforce engineering and design-thinking practices.

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The 8th Grade Physical Education course promotes physical fitness, teamwork, and healthy living in accordance with the Michigan Physical Education Standards. Students participate in a variety of individual and team sports, fitness activities, and cooperative games designed to enhance coordination, endurance, and overall wellness.

Instruction emphasizes sportsmanship, goal setting, and respect for self and others. Students learn the value of lifelong physical activity and develop the skills and confidence necessary to maintain a healthy lifestyle.

8th Grade Health

This middle school health course is aligned to the Michigan Department of Education Health Education Standards and focuses on developing the knowledge and skills necessary for students to make informed, responsible decisions that promote lifelong health and wellness. Through interactive and skill-based instruction, students explore key topics including social and emotional health, nutrition and physical activity, substance use prevention, personal safety, healthy relationships, and disease prevention. Emphasis is placed on building critical thinking, goal-setting, communication, and decision-making skills that support positive health behaviors and overall well-being.

8th Grade Robotics

The 8th Grade Robotics course introduces students to the principles of engineering, coding, and design through hands-on projects. Using robotics kits and programming platforms, students learn to build, code, and test robots that complete specific tasks.

Aligned with Michigan's Technology and Engineering Standards, this course encourages critical thinking, creativity, and teamwork while integrating science, math, and technology concepts.

6-8th Grade Career Technical Education (CTE) Programs

Middle School Digital Technology CTE Programs

The Clintondale Community School District Middle School Digital Technology Program is designed to provide students with early, hands-on exposure to essential technology skills and emerging career pathways in a rapidly evolving digital world. By creating both Windows- and Apple/Mac-based computer labs, students will develop cross-platform proficiency while engaging in learning experiences that include coding, digital media creation, awareness of artificial intelligence, and computational thinking.

The program emphasizes real-world application, problem-solving, and creativity, preparing students for high school CTE pathways and future careers in fields such as software development, cybersecurity, and digital design. By introducing students to cutting-edge technologies and the growing impact of AI across industries, the program positions learners to be adaptable, innovative, and competitive in an increasingly technology-driven workforce.

Middle School Advanced Manufacturing (MERA) Lab

The MEERA Advanced Manufacturing Program provides students with hands-on, industry-aligned training in modern manufacturing processes and technologies, preparing them for high-skill, high-demand careers in Michigan's advanced manufacturing sector. This program is in partnership with the Macomb Intermediate School District (MISD).

Through a combination of classroom instruction and lab-based experiences, students develop technical competencies in precision machining, robotics and automation, computer-aided design (CAD), and production systems. The program emphasizes problem-solving, safety, and real-world application, often incorporating industry-recognized credentials and work-based learning opportunities with regional employers.

By exposing students to cutting-edge equipment and manufacturing practices, the program builds a strong foundation for immediate employment, apprenticeships, or continued education in engineering and skilled trades pathways.



High School Curriculum
and
Course Selection Guide
2026-2027

Mission Statement

The mission of Clintondale High School, in cooperation with the community, is: Preparing today's learners to be tomorrow's leaders.

Vision Statement

Inspire all students to have a successful future and compete in a global society.

Core Values

Accountability — Achievement — Equity — Hard Work — Community

Board of Education Members

Jared Maynard, President
Lisa Valerio-Nowc, Vice President
Ava McDowell, Secretary
Barry Powers, Treasurer
Lisa Wilson, Trustee
Kurt Wilson, Sr., Trustee
Diane Zontini, Trustee

High School Administration

Principal
Daniel Berry, EdD

Assistant Principal
Maurice Woods

Athletic Director
Robert Walmsley

High School Counselor
Courtney Carroll, LPC

Registrar
Sue Pollack

NOTICE OF NONDISCRIMINATION

In compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disability Act of 1990, and Elliott-Larsen Civil Rights Act of 1977, it is the policy of Clintondale Community Schools that no person shall, on the basis of race, color, religion, military status, national origin or ancestry, sex (including sexual orientation), disability, age (except as authorized by law), height, weight, or marital status be excluded from participation in, be denied the benefits of, or be subjected to, discrimination during any program, activity, service or in employment. If you have any questions or need to contact someone about discrimination of any kind in the school district, contact Kenneth Janczarek, the superintendent, at 35100 Little Mack, Clinton Township, Michigan 48035, (586) 791-6300 or email janczarekk@clintondaleschools.net. Nondiscrimination inquiries related to disability should be directed to: Section 504 Coordinator, Dawn Sanchez ,sanchezd@clintondaleschools.net.

STATEMENT OF ASSURANCE OF COMPLIANCE WITH THE FAMILY, EDUCATION RIGHTS AND PRIVACY ACT OF 1974 (FERPA)

Clintondale Community Schools will comply with federal and state laws relating to The Family Educational Rights and Privacy Act of 1974, giving parents the right to inspect and review all official records, files and other information about their children. Student information will be released only with written consent of the parent.

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Introduction

Dear Students,

Clintondale High School course offerings, graduation requirements, college and post high school considerations, career pathways, course descriptions, and prerequisite information are all included in this guide. We hope you find this guide useful as it contains all of the information required for you to plan and select courses that will best complement your talents and interests. Please take the time to study this information prior to making your final course selections, and feel free to contact school staff to assist with developing a four-year plan that builds upon experiences, and promotes continuous progress towards your long-range goals, state requirements, and career pathways. It is important to understand that your class schedule is determined based on your original requests, as well as seat availability. Changing classes in the fall is extremely difficult to do and there is no guarantee that it will even be possible. Our master schedule is developed based on your course selections; therefore, be sure to carefully select your courses and expect that a change is not going to happen!

We are extremely proud of our students, staff, and curriculum in this wonderful school, yet we choose not to remain satisfied; we continuously challenge our students and staff. We are committed to making every effort to help you select a program that will best meet your educational goals and objectives. I strongly encourage you to speak with your parents in order to select the best possible schedule for next year. Please take the time to read and research the outstanding variety of courses offered at CHS. The decisions you make now will have long lasting implications for your future.

Good luck as you begin planning your courses for next year, and remember that if you have any questions or need help, feel free to contact a counselor or any other building staff member. We look forward to another fantastic year at Clintondale High School!

Sincerely,

Dr. Daniel Berry, Principal

Board of Education Philosophy

Clintondale Community Schools is a progressive community-oriented institution that is dedicated to meeting the educational needs of the students through a comprehensive range of quality educational programs. With the realization that education is both a right and a privilege, the schools will plan their programs to give equal education is both a right and a privilege, the schools will plan their programs to give equal educational opportunities to students of varying interests and abilities. To attain this goal, a staff or individually qualified persons, devoted to, and motivated by a common purpose, must function with students and each other in a workable, democratic relationship involving mutual confidence, respect, helpfulness and planning. Through classroom work and student activities, they will provide practical experiences designed to perpetuate the fundamental concepts of American democracy and to meet the leisure, recreational, social and emotional interests and needs of students.

District Mission Statement

The Clintondale Community Schools District will provide an academic environment that prepares our diverse student body to reach its potential and become productive members of society.

High School Vision Statement

To develop socially responsible citizens and to empower them to meet the changes of a rapidly changing society. Furthermore, to help them grow a sense of cultural awareness, to develop an appreciation for the arts, and a tolerance of diversity with a commitment to bettering their community.

District Policies and Procedures

Graduation Requirements

The Michigan Merit Curriculum (MMC) was developed based on the belief that all students will need postsecondary learning opportunities beyond high school. It specifies that all students who earn a diploma have demonstrated proficiency with content outlined by the state academic standards or guidelines. The following course requirements and credit hours have been set to ensure students are prepared to be successful in their years beyond high school:

Required Courses	English	Math	Science	Social Studies	Physical Educ.	Health	World Lang.	Arts*	Financial Literacy	Electives	TOTAL
Credit ** Hours 2025-27	4.0	4.0	3.0	3.0	0.5	0.5	2.0	1.0	N/A	4.0	22.0
Credit** Hours 2028 beyond	4.0	4.0	3.0	3.0	0.5	0.5	2.0	1.0	0.5	4.0	22.5

** Note that "Arts" includes Visual, Performing, and Applied Arts*

***Students may have the option to take an online course, or will have an online learning experience incorporated into one or more required credits*

**** Beginning with the class of 2028 Financial Literacy standards must be met.*

The graduation requirements listed below have been established at either the state or the district level:

- Clintondale High School is a four-year school
- Students are required to complete four years of attendance in order to graduate.
- Each year is divided into two semesters.
- Students enroll in six classes each semester.
- Each class period per semester successfully completed equals 0.5 credit.
- A student can earn 3.0 credits per semester and 6.0 credits per school year.
- Students must have a minimum of 22.5 credits for graduation for class of 2028 and beyond.
- In content areas where four years of coursework is not required, requirements can be met at any time within the four years. For example, only three years of science courses are required, but a student might choose to take science during their 9th, 10th, and 12th grade years, and fill in electives during the 11th grade year.
- In science, Biology and Chemistry or Physics are required. Students have an option of taking certain courses that can substitute as their third science credit.
- All students are required to take four credits of mathematics for graduation, but students have an option of taking a "math-related" course as their fourth math credit.

- One credit of mathematics, or a math-related credit, must be taken during the student's final year of high school.
- Algebra I, Spanish I and Spanish II taken in middle school will not be included in the GPA for high school but will be applied to graduation requirements.
- Students must complete 40 hours of Community Service Learning (or 10 hours for every year the student has been enrolled at the high school) before May 1st of their senior year.
- All students must take all sections of the Michigan Merit Exam in order to graduate.
- Other modifications may be available with a "personal curriculum." If necessary, students should make an appointment with their counselors to see if additional modifications are available.

Student Responsibility for Graduation Requirements

As students plan their high school program, they should recognize that the courses taken will have a major effect on the college and career choices that will be open to them following graduation. For students planning to attend college, chances for admission to and success in particular programs will improve with a strong educational background. During the high school years, students are encouraged to try a variety of subject areas and explore the range of options that are available in order to learn more about personal abilities and preferences. Because courses in certain areas are related to each other and increase in complexity from year to year, courses taken in ninth grade may have a significant impact on courses that can be taken in subsequent years, perhaps even courses taken in college. Students should consider their high school course selection carefully. It may be tempting to avoid "hard" courses, but facing those challenges in high school likely contribute to success in the years beyond.

Personal Curriculum

In order to earn a high school diploma, students must meet all of the requirements defined by the Michigan Merit Curriculum (MMC). The Personal Curriculum (PC) is a flexible option within Michigan's graduation requirements that allows a student's learning plan to be adjusted to better meet their individual needs. A PC may modify specific credit requirements or learning expectations to support students who want to accelerate beyond the MMC or students who need individualized support to successfully meet MMC requirements. The goal of a Personal Curriculum is to ensure each student has a meaningful, rigorous pathway to earning a high school diploma while honoring their strengths, goals, and learning needs. All students are entitled to a Personal Curriculum upon request. Please contact the high school counseling office for further information at 586-791-6301, ext. 2021.

Online Classes

As part of the 21f legislative opportunity, students may take up to two (2) on-line courses each semester with no tuition cost through Michigan's Online Course Catalog. Students choosing an additional course, may select courses through Michigan's Online Course Catalog, Edmentum or other approved programs, and will incur a tuition fee. Students must make an appointment with their counselor to discuss these options.
Courses available through Edmentum: https://highschool.clintondaleschools.net/icampus#fs-panel-11112

Educational Development Plan (EDP)

An EDP is a plan of action in which a learner records a career goal and an educational path to achieve it. This enables each learner to develop a unique, ongoing record of career planning based on thoughtfully selected and attainable career goals and educational options that provide guidance in taking effective steps to enter a career of choice. CHS has adopted Michigan's six career pathways and has developed a plan for helping students explore, plan, and apply what they have learned toward a variety of career options. Counselors will work with all 9th-12th grade students each school year on their individualized EDP.

Free Application for Federal Student Aid (FAFSA) Completion

The Board of Education of Clintondale Community Schools recognizes how critical it is for students to complete the Free Application for Federal Student Aid, or FAFSA. The FAFSA is needed to access federal scholarships and loans and is required for students to receive up to $27,500 through the Michigan Achievement Scholarship—including a pathway to earn a skill certificate or associate degree tuition-free at their local community college through the Community College Guarantee. FAFSA may also be used for some trade programs.

To best position our graduates for multiple, viable post high school pathways, eliminating potential barriers and ensuring that school and district staff prioritize the support for students and families, beginning with the class of 2027, we are requiring the following:

1. Complete one of the following:
    - a Free Application for Federal Student Aid (FAFSA),
    - a district waiver form indicating that the student and family understand what these aid opportunities are and have chosen not to complete an application. If the student is not at least 18 years of age or legally emancipated, the student's parent/guardian must complete one of these documents on the student's behalf

- school or district exemption that certifies to the district board that good-faith efforts were made to assist the student or the student's parent/legal guardian in either completing the FAFSA or obtaining a district waiver.

A district shall exempt a student from the requirement to complete the FAFSA if any of the following are met:

1. The student's parent or legal guardian, or the student if the student is 18 years of age or older, is an emancipated minor, or is an unaccompanied youth, has submitted a parental waiver (obtained by a standard form provided by MiLEAP) to the district exempting the student from completing the FAFSA.
2. The student is unable to complete the FAFSA because of privacy concerns.
3. All of the following are met:
    - After a good-faith effort, the student's parent or legal guardian refuses to sign the parental waiver, is unresponsive, or cannot sign the parental waiver.
    - The student is unable to complete the FAFSA as an independent student.
    - The student agrees to opt out of completing the FAFSA.
    - Other than the requirements in subsection (2) of Sec. 67f of Public Act 120 of 2024, the student is on track to graduate.

Other Graduation Requirements

Community Service Learning (CSL): Students must complete 40 hours of Community Service Learning before May 1 st of their senior year.

Michigan Merit Exam (MME): All students must take the MME in order to graduate. The MME consists of the SAT, WIN Career Readiness, and M-STEP.

- 9th grade students will take the PSAT 9 test in preparation for the MME.
- 10th grade students may take the PSAT/NMSQT test in the fall for the purpose of qualifying for Merit Scholarship.
- 10th grade students will take the PSAT 10 test in the spring.
- 11th grade students must take all components of the MME in the spring. Students will earn 0.5 credit for achieving a level of Advanced or Proficient.

Graduation Requirement Substitutions

Some graduation requirements can be modified to help students achieve personal goals. Refer to the chart below to determine which high school courses can be used to satisfy specific requirements.

High School Course Offerings	Course Credit	Advanced Sections Available	Visual/Performing Arts	PE	Financial Literacy	2nd credit World Lang	3rd credit Science	4th credit Math*	4th credit English*
English 9	1.00								
English 10	1.00								
English 11	1.00	x							
AP Language & Composition	1.00								
English 12	1.00	x							x
AP Literature & Composition	1.00								x
World History	1.00								
U.S. History	1.00	x							
AP U.S. History	1.00								
Economics	0.50	x			x				
AP Microeconomics	1.00				x				
Civics	0.50	x							
AP Government	1.00								
Biology	1.00								
Chemistry	1.00						x		
Physics	1.00						x		
Anatomy & Physiology	1.00						x		
Forensic Science	1.00						x		
Physical Science	1.00						x		
Algebra 1	1.00								
Geometry	1.00								
Algebra 2	1.00								
Precalculus	1.00							x	
Intro to Calculus	1.00							x	
Probability & Statistics	1.00							x	
Spanish 1	1.00								
Spanish 2	1.00					x			
Health	0.50								
Gym	0.50			x					
Intro to Dance	1.00	x	x	x		x			
Advanced Dance	1.00		x	x		x			
Journalism	1.00								
Creative Writing	1.00								
Introduction to Art	1.00	x	x			x			
Studio Arts	1.00		x			x			
Advanced Band	1.00		x			x			
Coding	1.00		x			x		x	
Intro to Robotics	1.00	x	x			x		x	
Advanced Robotics	1.00		x			x		x	
Intro to Business	0.50		x			x		x	
Young Entrepreneurs	0.50		x			x		x	
Business Leadership & Entrepreneurship	1.00	x	x			x		x	
AP Business	1.00		x			x		x	
Intro to Marketing	0.50		x			x		x	
Sports & Entertainment Marketing	0.50		x			x		x	
School Store	1.00		x			x		x	
School Store Management	1.00		x			x		x	
Teacher Cadet 1	1.00		x			x		x	
Teacher Cadet 2	1.00		x			x		x	
Graphic Design Fundamentals	1.00		x			x		x	
Graphic Production	1.00	x	x			x		x	

High School Course Offerings	Course Credit	Advanced Sections Available	Visual/Performing Arts	PE	Financial Literacy	2nd credit World Lang	3rd credit Science	4th credit Math*	4th credit English*
Advanced Graphic Production	1.00		x			x		x	
Introduction to Media Production	1.00		x			x		x	
Media Production 1	1.00	x	x			x		x	
Media Production 2	1.00		x			x		x	
Introduction to Culinary Arts	1.00	x	x			x		x	
Advanced Culinary Arts	1.00		x			x		x	
Restaurant Operations	1.00	x	x			x		x	
Restaurant Management	1.00		x			x		x	
Baking & Pastry Arts	1.00		x			x		x	
Nail Management	1.00		x			x		x	
Mani/Pedi Technique	1.00		x			x		x	
Nail Repair	1.00		x			x		x	
Nail Tech Lab	1.00		x			x		x	
Salon Management	1.00		x			x		x	
Anatomy and Disorders	1.00		x			x		x	
Braiding Techniques and Extensions	1.00		x			x		x	
Hair Lab	1.00		x			x		x	
DE Automotive Technology	1.00							x	
DE Welding	1.00							x	
DE HVAC	1.00							x	
DH Health Sciences	1.00							x	

Opportunities for Early College Credit

The need for higher education has never been more important. We are now in a global economy, competing with workers from around the world. Most experts agree that at least two years of education beyond high school should be considered for every person who hopes to occupy a job that pays a wage that will comfortably cover normal living expenses. All Clintondale High School students are encouraged to attend at least two years of post-high school education. There are several ways students can begin to earn college credits while still in high school:

Advanced Placement (AP) Exams

Advanced Placement (AP) Exams The College Board provides examinations in the spring of each year. If a student scores well enough on the exam, he or she may earn credit. The number of credits and the area in which they are granted varies depending on the college. Students who are interested in pursuing this route

should enroll in the most rigorous program of study beginning their freshman year, and enroll in Advanced Placement courses when the option is available to be as prepared as possible to take the AP exams. A $25 deposit is required per AP test to be applied to College Board expenses.

Dual Enrollment

In an effort to meet students' needs and interests, school districts have historically allowed their students to take courses at local colleges or universities in addition to their own high school. This is called "dual enrollment."

The State Aid School Act contains a provision that directs school districts to assist students in the paying of tuition and fees for courses at Michigan public or private colleges or universities, if all of the following conditions are met:

- Academic Dual Enrollment: To participate in dual enrollment, students are eligible in the areas in which they have successfully completed the required standardized test with a qualifying score.
- Career and Technical Dual Enrollment: To participate in dual enrollment in a Career and Technical Education area, students must have achieved endorsement in all student areas of the Michigan Merit Exam (MME) or have achieved endorsement in mathematics along with a qualifying score on a nationally or industry recognized job skills assessment test as determined by the Department of Career Development.
- Students must earn minimum scores on PSAT 9, PSAT 10, or SAT to be approved.
- Students requesting to take an academic course in an area that is not tested by the MME (for example, world language, computer technology, or fine arts) must have taken all parts of the MME in order to qualify. Again, only courses not offered through Clintondale are eligible for tuition payment. Exceptions can be made with district approval.
- Students must be enrolled in both the school district and a post-secondary institution during the local school district's regular academic year.
- The college courses must be academic courses as opposed to "activity courses" and must be courses not offered by the district. Dual enrollment is only offered once per course. Students may retake courses at their own expense. Summer courses do not qualify for financial support.
- Freshmen who may be interested in taking advantage of this opportunity as a sophomore, junior, or senior need to plan appropriate course work.
- Students must apply to the college for admission. Proof of admission must be submitted along with a Clintondale Schools dual enrollment application to the High School Counseling Office. Applications are available from your high school counselor. Clintondale Schools will not pay toward a class unless it is pre-approved.

Proper planning needs to be done so that all of this can be completed before the scheduled enrollment periods at the college. Your high school counselor can be very helpful to you in this process. A student who

does not meet the above criteria may still be eligible for enrollment at the college, but he or she will have to pay the entire cost of tuition and fees.

Additional notes for students accepted into the dual enrollment program are:

- Students may have to provide their own transportation to and from the college, if they are not participating in a dual enrollment pathway .
- Students may have books paid for if there is money left over from the allowance. These books must be returned to the school or else you will be charged for them.
- Eligible students can take up to three classes per semester, however students must reduce their high school class load by one high school class for each class they take in college.
- Summer courses do not qualify.
- Students will receive 0.5 high school credit per college course passed.
- If a student drops a course beyond the time during which the college will refund the school district or does not successfully pass a course, the student is responsible for repaying the school district for the course.

The Macomb Community College Course Book can be found on the Macomb Community College website at www.macomb.edu

Early College of Macomb (ECM)

Early College is an opportunity for students to earn an Associate's Degree or Liberal Arts credits at the university level while still in high school. Students participate in Early College during their 11th and 12th grade years. In a 13th year, during which they complete their program, they have dual status as both a high school student and a college student. Students may also choose to obtain professional certification or a registered apprenticeship program.

Macomb Community College typically releases information on the program at the end of each calendar year. Applications may be completed by current 10th grade students and submitted in January or early February. This is a big commitment, and interested students should attend the informational meeting at Macomb Community College and discuss their intended path with their counselor to be sure it is a good fit.

Grading Policies

Progress Reports and Report Cards

The grading system in Clintondale High School is a standard A/B/C/D/F scale. The school year is divided into two 20-week semesters, and each semester is divided into two 10-week marking periods. Teachers may update student grades at any time. Official grade reporting times are as follows:

- "Mid-marking" refers to the five-week mark into each marking period. Official progress report updates will be available in PowerSchool (usually October, December, March, and May).
- At the end of the first 10-week marking period of each semester, grades will be available in PowerSchool via a pdf in the parent portal (usually November and April). Teachers will provide a letter grade to indicate student progress at this time. A student's grade represents all work done in connection with a class. This may include class participation, homework assignments and projects, formal assessments, and/or laboratory experiences.
- At the end of the second 10-week marking period of each semester, grades will be available in PowerSchool via a pdf in the parent portal (usually January and June). The report card shows the current marking period grade, the final exam grade, and the final semester grade for each course. This final semester grade represents the student's overall performance for the course and is calculated based on the two ten-week marking period grades as well as the final exam given in each course. **Note that this final grade is the only grade that will appear on a student's permanent transcript.** Individual marking period grades and final exam grades will not appear on a student's permanent transcript.

Weighted Grading

In order to provide challenging college preparatory programs for students who desire greater depth and an accelerated pace in certain content areas, Clintondale Community Schools offers a variety of courses in various content areas that may offer additional points that will be added when overall grade point averages (GPAs) are calculated. Because of this additional weighting, a student's overall GPA and ranking in the graduating class will be affected by enrolling in and successfully completing this advanced coursework.

- Honors Courses: In recognition of the rigorous academic standard that honors courses represent, students may add 0.25 points per semester for each course taken when calculating their overall GPAs on the four-point scale. Each honors course offered is described within the specific appropriate departmental listing and is designated the word "Honors" in the course name.
- Advanced Placement (AP) Courses: In recognition of the rigorous academic standard that AP courses represent, students may add 0.5 point per semester for each course taken when calculating their overall GPAs on the four-point scale. For a list of all AP courses offered in Clintondale Community Schools, refer to the "Advanced Placement (AP) Courses" section of this guidebook. Additionally, each AP course offered is described within the specific appropriate departmental listing.

Incomplete Grades (INC)

An "INC" will be given to a student who has unfinished work at the end of a marking period due to extenuating circumstances. It is the student's responsibility to make necessary arrangements with teachers to complete any work that is incomplete. Grade changes will be done by the teacher through the counseling office. An "INC" that is unresolved may become an "F".

Class for Credit (CR)

A credit (CR) grade may be received under certain circumstances, which will indicate that the student remained in the class for the entire designated time, and will not be computed as part of the GPA.

Failing Grades

If a student has received a failing grade as a final semester grade, this grade is recorded on the permanent record with no credit given for the class. If the class failed is a course required for graduation, then it must be recovered through credit recovery. Credit recovery courses are available online through Edmentum and may only be registered through the counseling office. Students should contact their school counselor if they are in need of credit recovery to find out about the options available. A copy of the courses available on Edmentum can be found on the Clintondale Website under iCampus Alternative Education. If a student fails an elective course, he or she may choose to repeat the class and recover the grade.

Testing Out

Public Act 335, Section 1279B, of the State Code requires that any high school student be offered the opportunity to test out of courses.

- Any high school student who wishes to test out of a course in which he or she is not enrolled may do so by taking a comprehensive examination, or series of smaller examinations, for the course and receiving a grade of at least C+. Or, a student may demonstrate mastery of the subject matter as determined by the assessment used in lieu of a comprehensive examination.
- Credit for a course earned by a student through this process may be used to fulfill a course or course sequence requirement and may be counted toward the required number of credits for graduation. The grade on the assessment will not be used to determine the student's GPA and the student shall receive a CR (credit).
- Students who wish to test out of a course must make their intentions known at least six weeks before the end of the current semester. Students interested in pursuing the testing out option for

the upcoming school year should see a counselor to be apprised of deadlines for applications. Students must use the district examination for the course.

Calculating Grade Point Averages (GPAs)

Cumulative Grade Point Average (GPA) is determined at the end of each semester using the student's final semester letter grades for all the classes. The Cumulative GPA is calculated by dividing the total GPA points earned by the total number of credits attempted.

A student's GPA is calculated on the 4.0 grade scale as follows:

(1) Assign the points to each student's letter grade using the chart on the left below.

(2) Add the total number of points warranted for each grade on the report card, and divide that by the total number of grades given. Arrive at a GPA on the 4.0 scale.

An example for a student who took six classes in a typical semester is provided on the right below.

Letter Grade	GPA Points	Letter Grade	GPA Points
A+ 97-100%	4.300	C 73-76%	2.000
A 94-96%	4.000	C- 70-72%	1.667
A- 90-93%	3.667	D+ 67-69%	1.333
B+ 87-89%	3.333	D 63-66%	1.000
B 83-86%	3.000	D- 60-62%	0.667
B- 80-82%	2.667	F 59% or less	0.000
C+ 77-79%	2.333		

Final Semester Grade	GPA Points
B	3
C-	1.67
A-	3.67
B+	3.33
B-	2.67
A	4
Total Points	18.3

Class Rank

Class rank is determined at the end of each semester using the student's cumulative GPA. The ranking is cumulative and includes all high school semester final grades for students at each grade level.

For senior valedictorian, salutatorian, and Top 10 - the cumulative GPA will be calculated through the conclusion of Progress Report 4 of senior year. Seniors' final GPA and class rank will be determined at the end of the school year and printed on final transcripts.

Grade point average (GPA) will be based on eight semesters of coursework with the eighth semester represented by the progress report 4 grades. All classes taken during those semesters will count toward the GPA.

Senior Academic Awards

CHS uses the following manner for academic recognition of student scholars:

- 3.75 – 4.00+ Summa cum laude (with highest academic distinction)
- 3.50 – 3.74 Magna cum laude (with great academic distinction)
- 3.20 – 3.49 Cum Laude (with academic distinction)

Transfer Students & Transfer of Credit

Clintondale High School is a School of Choice where classes are available. Clintondale High School does not grant diplomas to pupils transferring from either accredited or non-accredited schools unless the pupils spend a full semester in the school and complete two units of work in a credible manner or have approval from the building principal.

Following the recommendations of North Central Accreditation, Clintondale High School observes the following:

- Acceptable Credits: Clintondale High School, in accepting a pupil with advanced standing, gives credit only for work done in regularly scheduled courses taught by properly certified teachers. No credit is given for work done in non-organized activities.
- Tentatively Accepted Credits: Clintondale High School does not accept units earned in non-accredited schools and is fully satisfied that the work has been well done.
- Identification of Source of Credit: On college entrance application forms, Clintondale High School indicates clearly the agencies responsible for teaching each course, the units accepted as transfer credits, those taught by a tutor, and those earned by correspondence. If no specific indication given, it is assumed that the courses were taken regularly in the high school granting the diploma.
- Transfer Students: For transfer students who have not previously attended another school during a specific semester for personal reasons outside or beyond their control, the policies are as follows:
    - Students who register within the first card marking are eligible to receive a letter grade.
    - Students who register within the first two weeks of the second card marking are eligible for CR (credit) or NC (no credit) only.
    - Students who register after the second week of the second card marking are not eligible to receive credit or a letter grade during that semester.
    - This policy also applies to second semester card marking periods.

Student Credit Progression

Student Credit Progression Outline

Year	Incoming Minimum Credits	Sequence of Normal Credits
Freshman	0 Credits (Having Demonstrated Minimal Middle School Proficiency)	6 Credits
Sophomore	4.5 Credit	12 Credits
Junior	10.5 Credits	18 Credits
Senior	16.5 Credits	24 Credits

* Students need 22.5 credits to graduate from CHS. ** Special Education, Section 504, and English Learner Newcomers will receive individual consideration based on educational needs. In addition to the minimal number of credits required, students must have completed all required courses, which includes 4.0 credits of ELA, 3.0 credits of Social Studies, 3.0 credits of Science, 4.0 credits of Math, 2.0 credits of World Language, 0.5 credits of Physical Education, 0.5 credits of Health, 1.0 credit of Visual/Performing or Applied Arts, and 4.0 credits of Electives.

Incoming Freshman:

- There is no minimum number of credits required to enter CHS as a freshman, however, students who have not demonstrated academic proficiency from 8th grade may have to enroll in the alternative program (iCampus) before entering CHS as a freshman. The opportunity to transfer from CHS will be made available at the start of semester 2, if the student has demonstrated proficiency in 8th grade core content and has completed the first semester freshman courses prior to the start of semester 2.
- Students are able to earn 6 credits throughout the year.
- If a student earns less than 4.5 credits their freshman year, they will need to enroll in the credit recovery program over the summer. The student must successfully complete enough classes to earn the incoming minimum of 4.5 credits required to transition to sophomore status at CHS.
- If a student does not have the minimum 4.5 credits by the conclusion of summer school, they will be transferred to the ICampus to begin their second year.
- While at the ICampus, students will be enrolled in the traditional 6 credit core requirements as well as a credit recovery program.
- If a student accumulates a total of 8 credits by the end of the first semester of their sophomore year, the opportunity to transfer over to CHS will be made available to them, as they would no longer be considered significantly credit deficient.

Incoming Sophomores:

- Students must have earned a minimum of 4.5 credits to transition to sophomore status.
- Students are able to earn 6 credits throughout the year.
- If a student earns less than a total of 10.5 credits through their sophomore year, they will need to enroll in the CHS credit recovery program.
- The students must successfully complete enough classes to earn the incoming minimum of 10.5 credits required to transition to junior status at CHS.
- If a student does not have the minimum 10.5 credits by the conclusion of summer school, they will be transferred to the ICampus to begin their third year.
- While at the iCampus, students will be enrolled in the traditional 6 credit core requirements as well as a credit recovery program.
- If a student accumulates a total of 14 credits by the end of the first semester of their junior year, the opportunity to transfer over to CHS will be made available to them, as they would no longer be considered significantly credit deficient.

Incoming Juniors:

- Students must have earned a minimum of 10.5 credits to transition to junior status.
- Students are able to earn 6 credits throughout the year.
- If a student earns less than a total of 16.5 credits through their junior year, they will need to enroll in the CHS credit recovery program. The student must successfully complete enough classes to earn the 16.5 credits required to transition to senior status.
- If a student does not have the minimum 16.5 credits by the conclusion of summer school, they will be transferred to the ICampus to begin their fourth year.
- While at the iCampus, students will be enrolled in the traditional 6 credit core requirements as well as a credit recovery program.
- If a student accumulates a total of 20 credits by the end of the first semester of their senior year, the opportunity to transfer over to CHS will be made available to them, as they would no longer be considered significantly credit deficient.

Incoming Seniors:

- Students must have earned a minimum of 16.5 credits to transition to senior status.
- Students are able to earn 6 credits throughout the year.
- If a student is deficient in credits needed for graduation, they will need to enroll in the iCampus and complete credit recovery there (at no cost to the student)
- If a student accumulates a total of 20 credits by the end of the first semester of their senior year, the opportunity to transfer over to CHS will be made available to them because they would no longer be considered significantly credit deficient.
- If a student is unable to meet the credit requirements by the start of semester 2, the student will remain enrolled in the iCampus and must meet the graduation requirements for the alternative program.

***All students who fall short of the credit minimum by the conclusion of semester one will be part of an academic review committee to discuss the upcoming academic semester. These students will be placed on academic probation until such time that they are in good academic standing.
***Transfer students must meet the minimum credit requirements when enrolling in the high school. Students not on track to graduate will be enrolled in the iCampus until they have completed their credit recovery and are in good academic standing.

Standardized Tests

Standardized tests are designed to be objective measures. They assess students based on a similar set of questions, are given under nearly identical testing conditions, and often are scored electronically to reduce potential bias. They are intended to provide an accurate, unfiltered measure of what a student knows. In order to accurately assess student progress, Clintondale Community Schools will use a variety of assessments at different grade levels. At the high school level, the following tests are utilized:

9th Grade

- District-level common assessments
- PSAT 9 (spring) - Reading, Math
- NWEA (3 test sessions per year: fall, winter, spring) - Reading, Language, Math, Science

10th Grade

- District-level common assessments
- PSAT 10 (spring) - Reading, Math
- NWEA (3 test sessions per year: fall, winter, spring) - Reading, Language, Math, Science

11th Grade

- District-level common assessments
- MME (spring) - SAT with writing, WIN, M-STEP (Science and Social Studies)

12th Grade

- District-level common assessments
- SAT (fall) - This is an optional test for which students must pre-register.

NCAA Eligibility

Students who are interested in competing in Division I or Division II athletics at the college level should review information provided at the NCAA website:

https://web3.ncaa.org/ecwr3/

Academic Standards for Eligibility

The NCAA Eligibility Center has established certain academic requirements for participation in college athletics. The following website provides a summary of those minimum standards:

https://www.ncaa.org/student-athletes/future/academic-standards-initial-eligibility

Core Courses

Participation requires the completion of certain "core" courses, which are summarized briefly below:

Division I Academic Requirements



Division II Academic Requirements



For more information on which core courses are accepted by the NCAA, refer to the website below:

https://www.ncaa.org/student-athletes/core-courses

Keep in mind that our current online credit recovery classes are not approved as NCAA core courses

Course Descriptions

Descriptions of all high school course offerings in Clintondale High School begin below and continue on the pages that follow. Courses are organized by department, and departments are listed alphabetically.

Art

Course Name	Grade Range	Fulfills Graduation Requirement	NCAA Approved
Introduction to Art	9-12	Visual/Performing Arts	No
Advanced Art	10-12	Visual/Performing Arts	No

Introduction to Art

Grades 9-12 Credit: 0.5/semester or 1.0/year

This course will cover the basics of drawing and painting through the study of seven elements of art: line, shape, form, color, value, texture, and space, as well as seven principles of design: balance, movement, rhythm, contrast, emphasis, pattern, unity. Students will have the opportunity to experiment and create with several different media. Besides the art projects, some poetry, short reports, and a research paper are included in the course. Students will have the opportunity to self-assess their progress and gather and display a portfolio of their work.

Advanced Art

Grades 10-12 Credit: 0.5/semester or 1.0/year

Prerequisite: Introduction to Art. This course is designed for students who have a strong interest and prior experience in visual arts and want to deepen their skills and creative expression. Students will explore advanced techniques in drawing, painting, sculpture, digital media, and mixed media, while developing their own artistic style. The curriculum emphasizes critical thinking, visual problem-solving, and art history connections, encouraging students to analyze, interpret, and create original works. This course also prepares students for portfolio development, college-level art study, or careers in the visual arts, fulfilling part of the Michigan high school arts graduation requirement.

Audio Visual and Technology

Course Name	Grade Range	Fulfills Graduation Requirement	NCAA Approved
Graphic Design Fundamentals	9-12	Visual/Performing Arts, 4th Year Math	No
Intro to Media Production	9-12	Visual/Performing Arts, 4th Year Math	No

Graphic Design Fundamentals

Grades 9-12 Credit: 1.0/year

This introductory course provides students with a foundational understanding of the principles and practices of graphic design. Students will explore the elements of design—including line, shape, color, texture, and space—and learn how these elements work together to create effective visual communication. Through hands-on projects, students will develop basic skills in layout, typography, composition, and digital imaging. The course introduces industry-standard design software and tools, emphasizing creativity, problem-solving, and attention to detail. Students will also study the design process, from concept development and sketching to digital production and presentation.

Introduction to Media Production

Grades 9-12 Credit: 1.0/year

This course is a general intro to video production with an emphasis in journalistic news writing, compiling and distribution. You will gain experience in television and broadcast productions in the studio and out in the field. You will learn many of its different facets including but not limited to camera, audio, graphics, editing and directing. There will also be learning experiences as on air talent. Students will learn the craft of video production and the different aspects associated with a broadcast; compile, write, edit and distribute newsworthy information; work together as a team in the studio and on location to produce quality work that can be aired; and produce daily high school announcements and news.

Business and Marketing

Course Name	Grade Range	Fulfills Graduation Requirement	NCAA Approved
Introduction to Business	9-12	Visual/Performing Arts, 4th Year Math	No
Young Entrepreneurs	9-12	Visual/Performing Arts, 4th Year Math	No
Business Leadership & Entrepreneurship	10-12	Visual/Performing Arts, 4th Year Math	No
AP Business	11-12	Visual/Performing Arts, 4th Year Math	No
Introduction to Marketing	9-12	Visual/Performing Arts, 4th Year Math	No
Sports and Entertainment Marketing	9-12	Visual/Performing Arts, 4th Year Math	No
School Store I	10-12	Visual/Performing Arts, 4th Year Math	No
School Store Retail Management	11-12	Visual/Performing Arts, 4th Year Math	No

Introduction to Business

Grades 9-12 Credit: 0.5/semester

This course provides students with a foundational understanding of the business world while emphasizing the development of professional skills essential for success in any career path. Students will explore key concepts in business communication, workplace expectations, and personal branding. A major focus of the course is on professionalism, including business writing, email etiquette, meeting protocols, and effective collaboration. Students will also develop essential soft skills such as communication, teamwork, time management, and problem-solving. Practical experiences will include mock interviews, résumé development, and professional presentations, helping students build confidence and real-world readiness. This course serves as a gateway to advanced business studies and is designed to prepare students for continued coursework in entrepreneurship, where they will apply these foundational skills to create and manage their own business ventures.

Young Entrepreneurs

Grades 9-12 Credit: 0.5/semester

Prerequisites: Introduction to Business. Do you have what it takes to run your own business? Young Entrepreneurs equips students with the values and vision to pursue their dreams. We focus on the application of an idea – an idea students can own as this course explores what it takes to become an entrepreneur and be your own boss. This course will focus on changing the mindsets of young people, so they believe in themselves and what they can accomplish while instilling entrepreneurial and economic principles built for success as students create their own business plan.

Business Leadership & Entrepreneurship

Grades 10-12 Credit: 1.0/year

Prerequisite: Young Entrepreneurs. This course builds on foundational business skills learned in *Introduction to Business* and *Young Entrepreneurs* and is designed for students pursuing advanced study in business and entrepreneurship. Students will develop leadership, management, and strategic decision-making skills through project-based learning, case studies, and real-world business simulations. The curriculum emphasizes creating and managing business plans, understanding market dynamics, financial literacy, ethical decision-making, and team leadership. This course aligns with Michigan high school graduation requirements and Career and Technical Education (CTE) standards, preparing students for postsecondary education, career opportunities, and entrepreneurial ventures.

AP Business

Grades 11-12 Credit: 1.0/year

Prerequisite: Business Leadership & Entrepreneurship. AP Business with Personal Finance is an introductory, college-level business and personal finance course. Students explore the business disciplines of entrepreneurship, marketing, finance, accounting, and management through real-world business application, case studies, and project-based learning. In addition, students learn and apply all the National Standards for Personal Financial Education created by the Council for Economic Education and the Jump$tart Coalition for Personal Financial Literacy.

Introduction to Marketing

Grades 9-12 Credit: 0.5/semester

This course introduces students to the fundamental principles of marketing and how businesses promote products and services to meet customer needs. Students will explore the core concepts of marketing, including the 5 P's of marketing: Product, Price, Place, Promotion, and People. Through these elements, students will learn how businesses identify target markets, develop effective strategies, and create value for customers. The course emphasizes real-world application through activities such as analyzing advertisements, developing marketing plans, and exploring branding and digital marketing trends. Students will also build essential skills in communication, creativity, and critical thinking as they examine how marketing influences consumer behavior. This course provides a strong foundation for further study in business and entrepreneurship, preparing students to apply marketing concepts in advanced coursework and real-world business settings.

Sports & Entertainment Marketing

Grades 9-12 Credit: 0.5/semester

Prerequisite: Introduction to Marketing. This course builds on the foundational concepts introduced in Introduction to Marketing and takes students deeper into the dynamic world of sports and entertainment marketing. Students will explore advanced marketing strategies as they apply to industries such as professional sports, music, film, and event promotion. The course emphasizes real-world application through the use of the Knowledge Matters virtual business simulation program, allowing students to make strategic decisions in a simulated environment. Through this interactive experience, students will develop skills in market research, branding, promotion, sponsorship, and fan engagement while analyzing data to guide decision-making. Students will also examine topics such as endorsements, media relations, event planning, and digital marketing strategies unique to the sports and entertainment industries. By the end of the course, students will have a deeper understanding of advanced marketing concepts and be prepared for further study in marketing, entrepreneurship, and business-related fields.

School Store - Retail Marketing

Grades 10-12 Credit: 1.0/year

Prerequisite: Sports & Entertainment Marketing. This course provides students with hands-on experience in running a school-based enterprise through the operation of the school store. Students will apply business, marketing, and financial concepts in a real-world setting as they manage day-to-day operations, including sales, inventory, merchandising, and customer service. Emphasis is placed on professionalism, teamwork, and leadership as students take on roles within the store and collaborate to ensure its success. Students will develop skills in point-of-sale systems, cash handling, budgeting, and basic accounting while analyzing sales data to make informed business decisions. In addition, students will explore marketing strategies to promote the store, improve customer engagement, and increase profitability. This course offers a practical learning environment that prepares students for careers in business, retail, and entrepreneurship by providing authentic workplace experience.

School Store - Retail Management

Grades 11-12 Credit: 1.0/year

Prerequisite: School Store - Retail Marketing. This advanced course is designed for students who have successfully completed School Store Operations and are ready to take on leadership roles in managing a school-based enterprise. Students will oversee all aspects of the school store, applying advanced retail and business management concepts in a real-world setting. Emphasis is placed on leadership, strategic planning, and decision-making as students manage staff, delegate responsibilities, and ensure efficient daily operations. Students will analyze financial reports, monitor inventory systems, develop marketing strategies, and implement plans to increase sales and profitability. In addition, students will focus on employee training, customer relations, visual merchandising, and long-term business planning. Through this hands-on experience, students will strengthen their management, communication, and problem-solving skills while gaining practical insight into retail leadership and entrepreneurship.

Cosmetology

Course Name	Grade Range	Fulfills Graduation Requirement	NCAA Approved
Nail Management	11-12	Visual/Performing Arts, 4th Year Math	No
Mani/Pedi Technique	11-12	Visual/Performing Arts, 4th Year Math	No
Nail Repair	11-12	Visual/Performing Arts, 4th Year Math	No
Nails - Practical Application	11-12	Visual/Performing Arts, 4th Year Math	No
Salon Management	12	Visual/Performing Arts, 4th Year Math	No
Anatomy and Disorders	12	Visual/Performing Arts, 4th Year Math	No
Braiding Techniques & Extensions	12	Visual/Performing Arts, 4th Year Math	No
Hair - Practical Application	12	Visual/Performing Arts, 4th Year Math	No

Nail Management

Grades 11-12 Credit: 0.5/semester

This course introduces students to the essential techniques and professional standards involved in performing manicures and pedicures in a salon environment. Students will learn the knowledge and habits required to work safely and responsibly with clients. Emphasis is placed on sanitation and patron protection, ensuring students understand how to properly clean, disinfect, and maintain tools and workstations to promote a safe and healthy environment. The course also covers state laws and rules governing cosmetology practices, helping students understand the legal responsibilities of licensed professionals. Students will develop strong personal hygiene and professional appearance standards, which are critical for success in the beauty industry. In addition, the class introduces basic salon management principles, including organization, client interaction, and maintaining a professional workspace.

Mani/Pedi Technique

Grades 11-12 Credit: 0.5/semester

This course provides students with foundational knowledge and hands-on training in professional manicure and pedicure services. Students will learn a variety of manicure and pedicure techniques, including nail shaping, cuticle care, polishing, massage, and proper client service procedures. Emphasis is placed on developing precision, professionalism, and attention to detail while performing nail services. Students will also study the anatomy of the nail, hand, and foot, gaining an understanding of nail structure, growth, and common nail and skin disorders that may affect services. This knowledge helps students recognize conditions that can safely be serviced and those that require referral to a medical professional. The course introduces the basic chemistry of nail products, including the composition and safe use of polishes, removers, disinfectants, and other salon products commonly used in nail services. Students will also learn important workplace safety standards guided by Occupational Safety and Health Administration (OSHA) principles, including chemical safety, hazard communication, and maintaining a safe salon environment.

Nail Repair

Grades 11-12 Credit: 0.5/semester

This course expands students' knowledge of professional nail services by focusing on artificial nails, nail extensions, and nail repair techniques. Students will learn how to properly apply, shape, maintain, and remove artificial nail enhancements while maintaining high standards of safety, sanitation, and client care. Instruction includes the use of professional products and tools used to create durable and natural-looking nail enhancements. Students will also develop skills in nail repair, learning techniques to strengthen and restore damaged or broken nails so that services can be performed safely and effectively. In addition to technical skills, the course emphasizes artistic principles such as color theory, balance, design, and creativity. Students will apply these principles to create visually appealing nail designs and decorative finishes. Through hands-on practice and guided instruction, students will build both technical proficiency and creative confidence while preparing for advanced cosmetology training and careers in the nail care industry.

Nails - Practical Application

Grades 11-12 Credit: 1.5/semester

Prerequisite: Nail Management, Mani/Pedi Technique, Nail Repair. This laboratory course provides students with the opportunity for practical application of the manicure and pedicure skills learned in the cosmetology program. In a supervised salon lab environment, students will perform nail services on real clients, allowing them to gain hands-on experience while developing confidence, professionalism, and technical proficiency. Students will practice a variety of nail services, including manicures, pedicures, nail care treatments, and basic nail enhancements, while applying proper sanitation, safety, and client service procedures. Emphasis is placed on effective client consultation, maintaining a clean and organized workstation, and delivering quality services that meet professional salon standards. Through this real-world salon experience, students will strengthen their technical abilities, refine their customer service skills, and gain valuable experience working in a professional salon setting as they prepare for further cosmetology training and careers in the beauty industry.

Salon Management

Grade 12 Credit: 0.5/semester

This course introduces students to the foundational principles and professional practices involved in hair cultivation and hair care services. Students will develop an understanding of proper techniques while learning the responsibilities required to maintain a safe and professional salon environment. Emphasis is placed on sanitation and patron protection, ensuring students understand the importance of cleaning, disinfecting, and maintaining tools, equipment, and workstations to protect both clients and professionals. Students will also study the laws and rules governing cosmetology practices, gaining awareness of the legal and ethical standards required within the beauty industry. The course reinforces the importance of personal hygiene and professional appearance, helping students build habits that reflect professionalism and promote client confidence. In addition, students will be introduced to basic salon management concepts, including organization, client interaction, and maintaining an efficient workspace. Proper equipment safety and handling procedures are also emphasized so students can safely use salon tools and devices associated with hair services. Through classroom instruction and guided practice, students will build a strong foundation in safe, professional hair care practices while preparing for further study and hands-on experience in cosmetology.

Anatomy and Disorders

Grade 12 Credit: 0.5/semester

This course provides students with a detailed understanding of the anatomy of the hair and scalp, including hair structure, growth cycles, and common hair and scalp disorders that can affect services. Students will learn to identify conditions that may require special care or referral, ensuring safe and effective hair treatments for all clients. In addition, the course emphasizes Occupational Safety and Health Administration (OSHA) standards, teaching students how to maintain a safe salon environment through proper chemical handling, hazard communication, and workplace safety practices. Students will learn to apply these principles while performing hair services, minimizing risks to themselves, clients, and coworkers. Through classroom instruction and practical demonstrations, students will gain the knowledge and awareness necessary to perform professional hair services safely, responsibly, and with attention to client health and well-being.

Braiding Techniques and Extensions

Grade 12 Credit: 0.5/semester

This course focuses on developing students' skills in braiding techniques, hair extensions, and artistic hair design. Students will learn a variety of braiding styles—from basic three-strand braids to intricate and creative patterns—while maintaining proper technique, tension, and client comfort. Instruction also covers the application, maintenance, and removal of hair extensions, emphasizing safe practices and professional results. Students will explore artistic principles such as balance, proportion, texture, and creativity, applying these concepts to design hairstyles that are both visually appealing and tailored to individual clients. The course encourages students to combine technical skill with artistic expression, fostering creativity while adhering to professional standards. Through hands-on practice and guided instruction, students will gain confidence and proficiency in braiding and extension services, preparing them for advanced cosmetology training and professional haircare careers.

Hair Cultivation - Practical Application

Grade 12 Credit: 1.5/semester

This laboratory course provides students with practical, hands-on experience in professional hair services. In a supervised salon lab environment, students will work with real clients to apply the techniques learned in the hair cultivation curriculum, including cutting, styling, braiding, extensions, and other hair treatments. Emphasis is placed on maintaining sanitation, client safety, and professional standards while developing technical proficiency and confidence. Students will also practice effective client consultation, time management, and workstation organization to simulate real-world salon operations. Through this experiential learning, students refine their skills, build professional habits, and gain valuable real-world salon experience that prepares them for advanced cosmetology training and careers in the beauty industry.

Culinary Arts

Course Name	Grade Range	Fulfills Graduation Requirement	NCAA Approved
Culinary Arts Level I	9-12	Visual/Performing Arts, 4th Year Math	No
Culinary Arts Level II	9-12	Visual/Performing Arts, 4th Year Math	No
Advanced Culinary Arts	10-12	Visual/Performing Arts, 4th Year Math	No
Restaurant Operations I	11-12	Visual/Performing Arts, 4th Year Math	No
Restaurant Management II	12	Visual/Performing Arts, 4th Year Math	No
Baking and Pastry	11-12	Visual/Performing Arts, 4th Year Math	No

Introduction to Culinary Arts 1

Grades 9-12 Credit: 0.5/semester

This is the first semester Culinary Arts class. Here we explore the segments of the food service industry, career opportunities, kitchen basics, safety and sanitary protocols, nutrition, recipe math principals. We will use our learning for 10-12 hands-on cooking labs focusing around basic knife skills and kitchen tool usage, concentrating on building on safe food handling concepts.

Introduction to Culinary Arts 2

Grades 9-12 Credit: 0.5/semester

Prerequisite: Intro to Culinary Arts 1. This is the second semester Culinary Arts class. Passing grade in level one required to enroll in this class. Here we expand our learning to cooking techniques, knife cuts, and recipe execution. We also explore recipe math principals in more depth, workplace procedures, and we focus more closely on lines of kitchen communication through the use of weekly cooking labs.

Advanced Culinary Arts

Grades 10-12 Credit: 1.0/year

Prerequisite: Intro to Culinary Arts 1 & 2. This class moves into ServSafe education. This is the study of our current food safety requirements, and it is a requirement for any restaurant management position as well as many kitchen positions. Upon completion of this one year class, students will be ServSafe certified. The majority of this class will take place in the kitchen creating and executing recipes for sale in The Dragon Cafe, as well as competitions and special events.

Restaurant Operations

Grades 11-12 Credit: 2.0/year

Prerequisite: Advanced Culinary Arts. This is the first Dragon Cafe class, and requires completion of Advanced Culinary Arts. This two hour block class will focus on learning the kitchen brigade system, and mastery of all kitchen work stations. Students will gain experience in the commercial kitchen, using the commercial equipment, and prepare dishes for service, and serve in The Dragon Cafe! This is a hands-on learning experience, we will build a cafe "team" where cooperation and participation are the keys to success!

Restaurant Management

Grades 12 Credit: 2.0/year

Prerequisite: Restaurant Operations. This is the second Dragon Cafe class, and completion of restaurant operations is required. This two hour block class will focus on the management aspects of the restaurant. We will explore menu building, marketing, scheduling, ordering, cost evaluation, and creation of promotional events. This class will also be responsible for training the incoming restaurant operations class, teaching them the proper procedures for successful service in The Dragon Cafe. This class will lead our Dragon Cafe "team"!

Baking and Pastry Arts

Grades 11-12 Credit: 1.0/year

Prerequisite: Advanced Culinary Arts. This class will go in depth creating bakery items such as cakes, cookies, breads, flake pastries, and several other types of baked goods throughout this full year course. Completion of advanced culinary arts is required to enroll in this course. We will study various pastry chefs, review techniques through video demonstrations, compete in dessert competitions, and create pies and tarts for The Dragon Cafe! This class is participation focused, and you should plan to be in the kitchen most of the week.

Dual Enrollment Programs - Macomb Community College

Course Name	Grade Range	Fulfills Graduation Requirement	NCAA Approved
Automotive Technology	11-12	Elective	No
Healthcare Readiness	11-12	Elective	No
HVAC	11-12	Elective	No
Mechatronics	11-12		No
Welding	11-12		No

Automotive Technology

Grades 11-12 Credit: 2.0/year

Our program is certified by the National Institute for Automotive Service Excellence, which means you'll train with auto industry pros In our labs, which are just like service bays found in modern shops, you'll use the latest diagnostic and repair tools. You'll gain hands-on experience maintaining, troubleshooting and fixing modern cars, covering all their systems. Repair facilities and dealerships are waiting for you! Successful students can earn 12 college credits as well as their high school credits. Courses taken are: AUTO 1000 - Automotive Systems, AUTO 1040 - Automotive Electrical 1, AUTO 1100 - Automotive Brake Systems, AUTO 1130 - Automotive Steering & Suspension

Healthcare Readiness

Grades 11-12 Credit: 2.0/year

The Healthcare Readiness Certificate at Macomb Community College prepares students for careers in healthcare and provides a pathway to registered apprenticeship programs. This program combines classroom instruction with hands-on learning to build essential professional and technical skills. Students explore healthcare careers, develop workplace readiness, and gain practical knowledge in emergency response, safety, and patient care. Courses include Professionalism & Healthcare Readiness, Workplace Strategies, and Emergency Response, with opportunities to earn American Heart Association BLS and Heartsaver First Aid certifications. Upon completion, students receive the Macomb Community College Healthcare Readiness Certificate and become eligible for the Michigan Apprenticeship Readiness Certificate (MARC), giving them a strong foundation for career exploration and workforce entry. Successful students can earn 7 college credits as well as their high school credits. Courses taken are: HHSC 2911 - Professionalism in Healthcare, WHES 2072 - Emergency Response, CRER 1510 Workplace Strategies

HVAC

Grades 11-12 Credit: 2.0/year

This program introduces students to the core systems and scientific principles that underpin the HVAC and residential plumbing trades. Learners will study electrical control systems used in heating, air conditioning, and refrigeration, gaining experience with schematic and pictorial wiring diagrams. Foundational physics concepts—such as force, pressure, energy, and heat transfer—are integrated throughout to strengthen understanding of how mechanical and thermal systems operate. Students will also explore the full air-conditioning and refrigeration cycle, including system components, accessories, and refrigerants. In addition, the program covers essential plumbing knowledge, including pipe specifications, basic calculations, blueprint reading, installation practices, and safe use of tools. Successful students can earn 9 college credits as well as their high school credits. Courses taken are: CLCT 1200 - Fundamentals of Air Conditioning & Refrigeration, CLCT 1700A - Fundamentals of Controls - Part 1, CLCT 1700B - Fundamentals of Controls - Part 2, CLCT 1600 - Duct Layout & Fabrication

Mechatronics I

Grades 11-12 Credit: 2.0/year

This introductory course prepares students to safely set up, program, operate, and maintain industrial robots using handling tool software through a combination of classroom instruction and hands-on training. Students are introduced to foundational industrial automation concepts, including AC/DC control systems, electronic sensors, pneumatics, material handling systems, and mechanical drives. Computer-based tools and simulation software are used throughout the course to support programming, system operation, and troubleshooting of mechanical components, electrical circuits, control logic, and robotic programs. Emphasis is placed on proper use of industrial terminology, safety procedures, and best practices in automated environments. Successful students can earn 9 college credits as well as their high school credits. Courses taken are: ROBO 1200 - Robot Operations, Handling Tool, & Programming, MECT 1220A - Introduction to Mechatronics - Part 1, MECT 1220B - Introduction to Mechatronics - Part 2

Welding

Grades 11-12 Credit: 2.0/year

This course provides students with foundational skills in multiple welding processes, emphasizing proper equipment setup, safe shop practices, and industry-standard testing. Students will learn to operate gas welding, shielded metal arc welding (SMAW), gas metal arc welding (GMAW), and gas tungsten arc welding (GTAW) equipment, as well as select appropriate electrodes, filler materials, and shielding gases. Throughout the course, learners will fabricate and test various welds—including basic joints, open-butt joints, and groove welds—in the flat position using steel and aluminum of varying thicknesses. All welds and procedures are performed and evaluated in accordance with American Welding Society (AWS) standards. Successful students can earn 11 college credits as well as their high school credits. Courses taken are: ATWD 1100 - Welding Metallurgy, ATWD 1110 - Fundamentals Gas & Arc Welding, ATWD 1130 - Shielded Metal Arc Welding I, ATWD 1140 - Gas Metal Arc Welding - MIG, ATWD 1150 - Gas Tungsten Arc Welding - TIG

Education & Training

Course Name	Grade Range	Fulfills Graduation Requirement	NCAA Approved
Teacher Cadet	10-12	Elective	No
Teacher Cadet 2	11-12	Elective	No

Teacher Cadet 1

Grades 10-12 Credit: 1.0/year

Thinking about being a teacher after high school? Our Teacher Cadet program will give you the opportunity to experience the classroom from the teacher's perspective. This course is offered to students who are considering a career in Education. This off-site program provides opportunities for the Teacher Cadet Intern to experience the classroom from a teacher's perspective. Students will work with an instructor/ coordinator to learn about proper classroom pedagogy including multiple intelligence, diversity, learning styles, lesson planning and delivery, discipline, classroom management and many other topic areas. Cadets will assist a mentor teacher for hands-on application in their local elementary classroom, possibly 6th grade for those interested in secondary.

Teacher Cadet 2

Grade 11-12 Credit: 1.0/year

Prerequisite: Teacher Cadet 1. This course is the second part of the Teacher Cadet program and is designed for students who are interested in pursuing a career in education. Building on the foundational knowledge and skills from the introductory Teacher Cadet course, students will deepen their understanding of child development, learning styles, instructional strategies, and classroom management. A major component of this course is the work-based learning experience, where students apply what they've learned by assisting in local classrooms under the supervision of certified teachers. Through observation, participation, and guided teaching experiences, students gain valuable insight into the daily responsibilities of educators and the rewards of working with children.

English Language Arts

Course Name	Grade Range	Fulfills Graduation Requirement	NCAA Approved
English Language Arts 9	9	English 9	Yes
English Language Arts 10	10	English 10	Yes
English Language Arts 11	11	English 11	Yes
AP Language & Composition	11	English 11	Yes
English Language Arts 12	12	English 12	Yes
AP Literature & English Composition	12	English 12	No
Creative Writing & Literature I	11-12	English Elective	No
Journalism	10-12	English Elective	No

English Language Arts 9

Grade 9 Credit: 1.0/year

The English Language Arts 9 class teaches life lessons through literature and deals with inter-relationships and self-reliance. Students will acquire new insight into themselves and their world with the goal of changing attitudes through knowledge. Strategies for reading and writing will be a prime focus. The curriculum is divided into units: short story, writing, novel, poetry and prose. Generative text skills will be writing, critical thinking, discussion, and public speaking. Units are designed to meet the English Language

Arts High School Expectations to help students meet the Michigan Merit Curriculum Course Credit Requirements for Grade 9. Anchor Texts: *To Kill a Mockingbird, Romeo and Juliet,* and *The Odyssey.*

English Language Arts 10

Grade 10 Credit: 1.0/year

The goal for English Language Arts 10 is to continue to build a solid foundation of knowledge, skills, and strategies that will be refined, applied, and extended as students engage in more complex ideas, texts, and tasks. Tenth graders will connect with and respond to texts through Critical Response and Stance. Critical Response and Stance offers students the lens to assess and modify their beliefs, views of the world, and how they have power to impact these areas. They will learn to evaluate validity and quality, to balance and expand their perspectives promoting empathy, and to become socially active with appropriate use of power. Anchor Texts: *Crucible, Huck Finn, Of Mice and Men,* and *Raisin in the Sun.*

English Language Arts 11

Grade 11 Credit: 1.0/year

The goal for English Language Arts 11 is to continue to build a solid foundation of knowledge, skills, and strategies that will be refined, applied, and extended as students engage in more complex ideas, texts, and tasks. In English Language Arts 11, students will add to the list of various genres of classic and contemporary narrative and informational texts that will be read and analyzed throughout high school with a special focus on British and World Literature and SAT success. Eleventh graders will connect with and respond to texts through transformational thinking. They will learn to use forward thinking to help make better decisions, to generate new ideas for solving problems, and to find wisdom. They will build a context for change in their lives and develop realistic plans for the future. Anchor Texts: *Beowulf, Canterbury Tales, Tragedy of Hamlet, Frankenstein, Lord of the Flies*, and *Night.*

Advanced Placement Language & Composition

Grade 11 Credit: 1.0/year

Prerequisite: 3.0 Average in previous English classes. This course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods. This course will require students to read and comprehend collegelevel texts and to express themselves clearly in writing.

English Language Arts 12

Grade 12 Credit: 1.0/year

The goal for English Language Arts 12 is to refine, apply, and extend the solid foundation of knowledge, skills, and strategies developed in English Language Arts 9 through 11. Using the lens of leadership skills, English Language Arts 12 students will develop a world perspective by analyzing classic and contemporary texts in a variety of genres, including post-colonial literature. Twelfth graders will synthesize information,

ideas, and themes to understand the past, the present, and to think innovatively about the future. They will identify and apply their own leadership skills and prepare for responsible action as American citizens in the context of a global world. Anchor Texts: *Their Eyes Were Watching God, Things Fall Apart, 1984, Animal Farm, The Grapes of Wrath, The Great Gatsby, Antigone, Letters from Birmingham Jail.*

Advanced Placement Literature & Composition

Grade 12 Credit: 1.0/year

Prerequisite: 3.0 Average in previous English classes. AP English Literature and Composition is an introductory college-level literary analysis course. Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works" (College Board). Students are expected to be active participants in the learning process through extensive reading, analysis, classroom discussion and collaboration, and numerous written assignments. Students conclude the year by taking the College Board Advanced Placement English Literature and Composition examination in May.

Creative Writing and Literature

Grades 11-12 Credit: 0.5/semester or 1.0/year

Creative Writing (Fiction and Nonfiction) Workshop is designed to offer students the opportunity to explore and create a variety of subgenres: the personal essay, memoir, profiles, humor writing, descriptive writing, poetry, drama, and long- and short-form fiction. The elements of fiction writing (narrative, scene, dialogue, point of view, characterization), the elements of nonfiction writing (accuracy, detail, exposition, research), and the elements of poetry (detail/imagery, lyricism, reflection, musicality) are all explored, as are vocabulary development, technique, and writing mechanics. Student assignments are designed to encourage the creation and revision of texts, alone and collaboratively, and students will work toward the goal of a portfolio of polished material at the end of the year.

Journalism

Grades 10-12 Credit: 1.0/year

This course is designed to teach students the history of journalism, bias, and journalistic ethics, and to teach students to gather news on various subjects, write news articles and headlines, and to format and produce the school newspaper. Students should have computer layout and digital photography experience.

Math

Course Name	Grade Range	Fulfills Graduation Requirement	NCAA Approved
Algebra 1	9	Algebra	Yes
Geometry	9-10	Geometry	Yes
Algebra 2	10-11	Algebra 2	Yes
Pre Calculus	11-12	4th Year Math, Math Elective	Yes
Introduction to Calculus	12	4th Year Math, Math Elective	Yes
Probability & Statistics	12	4th Year Math, Math Elective	Yes

Algebra 1

Grade 9 — Credit: 1.0/year

Algebra is a function-based course. It builds upon a number of key algebraic topics such as linear and nonlinear patterns of change and their graphic, numeric, symbolic, and verbal representations. First semester algebra will cover graphic analysis and linear functions. Second semester will cover quadratic, polynomial, and exponential functions. Problem solving strategies and critical thinking are taught and used throughout the course. Graphing calculators and Chromebooks are used throughout.

Geometry

Grades 9-10 — Credit: 1.0/year

The course explores the nature of mathematical reasoning. It covers lines, angles, triangles, trigonometry, quadrilaterals, circles, polygons, 3-dimensional solids, proof writing, and transformations. Some specific topics of concentration are notions of parallel and perpendicular, proportionality, symmetry, similarity, area, surface area, and volume of various geometrical objects. This course builds upon students' knowledge of algebra and therefore makes use of students' mastery of algebraic concepts. Students will use graphing calculators in this course to support their learning. It is highly recommended that students have their own calculator.

Algebra 2

Grades 10-11 — Credit: 1.0/year

This course will expand on algebraic principles to complex numbers, logarithms, rational and irrational numbers, rational and irrational exponents, graphing of quadratic functions, including transformations and shifts, trigonometry, statistics, and probability. Problems solving strategies and critical thinking are taught and used throughout the courts. T1 – 84 graphing calculators will be used throughout the course.

PreCalculus

Grades 11-12 Credit: 1.0/year

Pre-Calculus is an intense analytic study of functions and their graphs. Topics covered are polynomial, rational, exponential, logarithmic and trigonometric functions. Also covered are matrices, sequences, series, three-dimensional geometry, probability and statistics. Problem solving applications and the use of the TI-84+ graphing calculator will be stressed throughout the course.

Introduction to Calculus

Grade 12 Credit: 1.0/year

This course will cover the basic concepts of calculus including functions, continuity, limits, derivatives and techniques of integration. Great emphasis is to be placed on the use of the graphing calculator.

Probability & Statistics

Grade 12 Credit: 1.0/year

This course is designed to give students the basic understanding of probability. Students will understand the basic goals and concepts of statistics, learn ways to organize and describe data sets, learn how to describe trends, averages and variations, learn how to find probabilities of events, and learn how to use knowledge of probability in games of chance like cards and the lottery.

Performing Arts

Course Name	Grade Range	Fulfills Graduation Requirement	NCAA Approved
Advanced Band	9-12	Visual/Performing Arts	No
Intro to Dance	9-12	Visual/Performing Arts, PE	No
Advanced Dance	10-12	Visual/Performing Arts, PE	No

Advanced Band

Grades 9-12 Credit: 1.0/year

Prerequisite: Prior instrument experience is required. This course provides students with the opportunity to develop fundamental musical skills through participation in a performing ensemble. Students learn the basics of instrumental performance, music reading, tone production, rhythm, and ensemble playing. Emphasis is placed on building musicianship, teamwork, and personal responsibility through regular rehearsals and performances. Students will study a variety of musical styles and repertoire

appropriate for their skill level while gaining experience in concert performance, listening, and evaluation. Participation in concerts and school performances is an important part of the course.Students will be taught proper instrument care, technique, and rehearsal etiquette.

Introduction to Dance

Grades 9-12 Credit: 1.0/year

The first year dance class will be an immersive program that will do a deep dive into the basics of dance technique for modern, culture and structure. Students will discover their power through the art and language of dance. With a pre-professional focus in dance, the students will be able to explore not just commercial work, but also company and stage work alongside this. They will be challenged through rigor in core academic studies such as science, math, language arts and social studies. This program will engage the full student; the creative, the artist, the athletic, the academic, the social and the professional.

Advanced Dance

Grades 10-12 Credit: 1.0/year

This advanced dance class is designed for dedicated students who want to expand both their technical abilities and their understanding of dance as an art form. Students will explore dance anatomy, learning about muscle groups, alignment, flexibility, and injury prevention to support safe and effective movement. The course also includes the study of dance history, with a focus on influential styles and pioneers that have shaped modern movement. Technical training will incorporate ballet, jazz, Horton, and Dunham techniques, helping students develop strength, precision, rhythm, and expressive performance quality. Ballet will emphasize foundational skills such as posture and control, while jazz focuses on style and dynamics; Horton technique builds strength and alignment through structured exercises, and Dunham technique introduces isolations, polyrhythms, and cultural context. Throughout the class, students will engage in choreography, improvisation, and performance opportunities, fostering discipline, creativity, confidence, and a deeper appreciation for dance.

Physical Education

Course Name	Grade Range	Fulfills Graduation Requirement	NCAA Approved
Health	9-12	Health	No
Physical Education	9-12	Gym	No

Health

Grades 9-12 Credit: 0.5/semester

The health course discusses mental and social health, human development, nutrition and fitness, as well as substance abuse and disease prevention. These elements enhance the student's ability to understand their relationship between the environment in which they develop and the community in which they live. Quarter one includes discussions of these topics: making healthy choices, personality and self-esteem, managing stress, building healthy relationships, personal care, preventing violence, food and nutrition, making healthy food choices, and preventing injuries. Quarter two includes the topics of exercise, rest, and recreation, personal care, alcohol, tobacco, preventing drug abuse, infectious diseases, non-infectious diseases, and healthy environments.

Physical Education

Grades 9-12 Credit: 0.5/semester

This course will concentrate on developing and maintaining each student's overall fitness level, while increasing student knowledge in the value of physical fitness, the effects of exercise on the body, and the rules and strategy of various team and individual games and sports. Students will regularly and actively participate in various cardiovascular, aerobic, muscle-toning, and other activities. The course promotes the value of lifetime physical activity and includes instruction in injury prevention, nutrition and diet, and stress management.

Science

Course Name	Grade Range	Fulfills Graduation Requirement	NCAA Approved
Physical Science	11-12	3rd Year Science	Yes
Forensic Science	11-12	3rd Year Science	No
Biology	9-10	Biology	Yes
Chemistry	10-12	Chemistry and/or Physics and/or Anatomy **or** 3rd Year Science	Yes
Physics	10-12	Chemistry and/or Physics and/or Anatomy **or** 3rd Year Science	Yes
Anatomy & Physiology	10-12	Chemistry and/or Physics and/or Anatomy **or** 3rd Year Science	Yes

Biology

Grades 9-10 Credit: 1.0/year

This Biology course will cover a variety of subject matter, including but not limited to: The Scientific Method. Lab Safety, The Chemistry of Life, Cell function and Growth, Specialized Cells, Genetics, DNA/Mitosis/Meiosis, Protein Synthesis, Classification Systems, Evolution and Natural Selection, Photosynthesis and Cell Respiration, Viruses and Bacteria, The Immune System, and Ecology. Students will apply knowledge that they have learned by performing Laboratories, Projects, and Webquests to gain "hands-on" experience and a mastery level of the related concepts.

Chemistry

Grades 10-12 Credit: 1.0/year

Chemistry is a full year course following the state of Michigan science objectives. In this class students will recognize many forms of energy and understand that energy is central to predicting and explaining how and why chemical reactions occur. They will also explain and predict most chemical phenomena. Students will organize materials into compounds, elements, and mixtures based on the chemical and physical behavior. They will understand the structure of the atom to make predictions about the physical and chemical properties of various elements and the types of compounds those elements will form. To do this they will develop an understanding of the periodic table.

Physics

Grades 10-12 Credit: 1.0/year

This course is a survey of major concepts, methods, and applications of physics. Topics include a description of motion, Newton's Laws, conservation principles (energy and momentum), waves, thermodynamics, electricity, magnetism, optics, and modern physics.

Anatomy & Physiology

Grades 10-12 Credit: 1.0/year

This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization; homeostasis; cytology; histology; and the integumentary, skeletal, muscular, nervous systems and special senses. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. Laboratory work includes dissection of preserved specimens, microscopic study, physiologic experiments, computer simulations, and multimedia presentations.

Forensic Science

Grades 11-12 Credit: 1.0/year

Forensic Science is an engaging high school elective that fulfills the third-year science graduation requirement by integrating principles of biology, chemistry, and physics through real-world criminal investigations. Students will develop scientific inquiry skills as they analyze evidence such as fingerprints, DNA, fibers, and trace materials, applying laboratory techniques and critical thinking to solve case studies. Emphasis is placed on data analysis, experimental design, and the ethical application of science within the criminal justice system.

Social Studies

Course Name	Grade Range	Fulfills Graduation Requirement	NCAA Approved
World History & Geography	9	World History	Yes
AP US History	10	US History	Yes
US History & Geography	10	US History	Yes
Civics	11	Civics	Yes
AP US Government and Politics	12	Civics	Yes
Economics	11	Economics	Yes
AP Microeconomics	11	Economics	Yes

World History & Geography

Grade 9 Credit: 1.0/year

World History introduces the student to the major cultures of the world. Emphasis is placed on the impact of religion, geography, politics, and economics on the development of these cultures. These topics are studied within a geographic and chronological framework that is intended to help the student understand the interrelationships between current cultures, as well as historical events that have resulted from internal and external causes. World History covers the time periods 300 CE/AD through the first decade of the 21st century, introducing the central concepts from each one of these time eras. Students will analyze the systems of human organization as they have evolved through history. The students will understand the growth and development of world religions and how they have impacted global culture. Students will explore regional interactions between people, groups, religious systems and political systems and how the historical relevance of these interactions has influenced the present and will impact the future.

U.S. History & Geography

Grade 10 Credit: 1.0/year

U.S. History is a course that conceptualizes important eras in U.S. History by using historical and geographic themes. Current events are discussed throughout the course and related to Era 6(1877 through World War I) during the first semester and Eras 7-9 (1920's-New Global Age) in the second semester. Students will utilize geographic principles such as space, place, environment, social makeup, physical/spatial dynamics and connections and U.S./global issues and events in determining change and continuity in American society, identifying the gathering and interactions of people, cultures and ideas, evaluating economic and technological changes and their relationship to society, cultures, ideas and the environment and view the changing role of America in the world.

AP U.S. History & Geography

Grade 10 Credit: 1.0/year

Prerequisite: 3.0 Average in previous Social Studies classes. The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. Students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. Students will learn to assess historical materials – their relevance to a given interpretive problem, reliability, and importance – and to weigh the evidence and interpretations presented in historical scholarship. The class prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses.

Civics

Grade 11 Credit: 0.5/semester

Civics is a course studying the structure and function of the federal, state, and local governments in the United States. Students will understand the conceptual foundations of civic and political life. Students will identify the origins and foundations of the American government. Students will organize the structure and function of the American government. Students will become familiar with the United States and its government's relationship to world affairs. Students will assess citizenship in America with a greater emphasis on the role of citizenship activism in America.

AP US Government & Politics

Grade 12 Credit: 1.0/year

Prerequisite: 3.0 Average in previous Social Studies classes. AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

Economics

Grade 11 Credit: 0.5/semester

Economics is a course that covers the principles of economics as it relates to consumers, producers, entrepreneurs, governments and foreign competitors. Students will explore individual, business and government economic choices, competitive markets, supply, demand and the role of government in Market Economies. Students will understand National Markets and the role of the American government in the National Market. Students will appraise global economic systems and interdependence in International Markets as well as making personal decisions regarding Personal Finance. **Completion of this course will also grant students the 0.5 credit for Personal Finance required by the State of Michigan.**

AP Microeconomics

Grade 11 Credit: 1.0/year

Prerequisite: 3.0 Average in previous Social Studies classes. AP Microeconomics is an introductory college-level microeconomics course. Students cultivate their understanding of the principles that apply to the functions of individual economic decision-makers by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like scarcity and markets; costs, benefits, and marginal analysis; production choices and behavior; and market inefficiency and public policy. **Completion of this course will also grant students the 0.5 credit for Personal Finance required by the State of Michigan.**

Special Services

Course Name	Grade Range	Fulfills Graduation Requirement	NCAA Approved
ELA Support	9-12	English	No
Math Support	9-12	Math	No
Guided Study	9-12	Elective	No
MiCi Program	9-12		No

ELA Support

Grade 9-12 Credit: 1.0/year

Prerequisite: IEPT Report. This course is designed to support students working toward a Certificate of Completion by building essential communication, literacy, and critical thinking skills needed for success in school, the workplace, and everyday life. Students will engage in reading a variety of accessible texts—including short stories, informational articles, poetry, and media selections—to strengthen comprehension and vocabulary. Writing instruction focuses on practical applications such as sentence and paragraph development, personal responses, summaries, and real-world writing tasks (e.g., emails, job applications, and reflections).Oral communication, listening, and collaboration are key components of the course.

Math Support

Grade 9-12 Credit: 1.0/year

Prerequisite: IEPT Report. This course is designed to help students working toward a Certificate of Completion develop essential math skills for success in school, daily life, and future employment. The curriculum emphasizes practical applications of mathematics while reinforcing key concepts in number sense, operations, measurement, geometry, data, and problem-solving. Students engage in hands-on activities, real-world scenarios, and guided practice to strengthen foundational skills such as addition, subtraction, multiplication, division, fractions, decimals, and percentages. Instruction also focuses on applying math in everyday situations—such as managing money, reading schedules, understanding measurements, and interpreting basic data and graphs.

Guided Study

Grade 9-12 Credit: 0.5/semester

Prerequisite: IEPT Report. The goal of this class is to create a learning environment that helps you become a more efficient academic learner and producer. This class will provide you with the opportunity to improve academic success. You will learn strategies that have been proven to improve success for students. These strategies include time management techniques, organizational skills, goal setting, and building academic self-esteem.

MiCi Program (MiCi Art, MiCi English, MiCi Science, MiCi Social Studies, MiCi Health, MiCi Math)

Grade 9-12 Credit: 1.0/year/class

Prerequisite: IEPT Report. The MiCI (Mild Cognitive Impairment) classroom is a special education setting for students with mild cognitive impairments or other disabilities, as defined by the Michigan Administrative Rules for Special Education (MARSE). The classroom supports students in a self-contained setting. The decision for the student to attend the MiCi classroom is determined by a student's Individualized Education Program (IEP) team. The secondary program for students with mild cognitive impairment shall have not more than 15 different students in the classroom at any one time and the teacher shall be responsible for the educational programming for not more than 15 different students.

STEM

Course Name	Grade Range	Fulfills Graduation Requirement	NCAA Approved
Coding	9-12	Visual/Performing Arts, 4th Year Math	No
Introduction to Robotics	10-12	Visual/Performing Arts, 4th Year Math	No
Advanced Robotics & Machines	11-12	Visual/Performing Arts, 4th Year Math	Yes

Coding

Grade 9-12 Credit: 1.0/year

This is an interactive introductory course for students brand new to programming that teaches the foundations of computer science using the Python language. Not only will this course prepare students for AP Computer Science A and AP Computer Science Principles, but it will teach students how to think computationally and solve complex problems, skills that are important for every student. Topics covered include: what is computer science, big data, algorithms, cybersecurity, game development, and graphics.

Introduction to Robotics

Grade 10-12 Credit: 1.0/year

Prerequisite: Coding. Students will learn introductory and basic concepts of Robotics and Coding. Projects will be at the introductory level, such as (but not limited to) Sphero Robots and Coding (block code), Arduino Robots and Coding (Arduino code), and STEM projects.

Advanced Robotics

Grade 11-12 Credit: 1.0/year

Prerequisite: Intro to Robotics. In this course, students take on the roles of mechanical engineers, computer scientists, and electrical engineers. Students will research and apply Dynamics throughout the year. Subjects such as motion planning and obstacle avoidance, velocity and acceleration, and robotic engineering are covered. Students put knowledge into practice through lab settings where various machines will be studied and worked on, such as 3D printers, drones, and basic robots.

World Languages

Course Name	Grade Range	Fulfills Graduation Requirement	NCAA Approved
Spanish I	9-12	Foreign Language	Yes
Spanish II	9-12	Foreign Language	Yes

Spanish 1

Grade 9-12 Credit: 1.0/year

Spanish is now the second most common language in the United States. Join millions in understanding and communicating in Spanish! Emphasis will be on basic skills in listening, speaking, reading, and writing. Students will explore the culture and geography of a variety of Spanish speaking countries through text, maps, and audiovisual media.

Spanish 2

Grade 9-12 Credit: 1.0/year

Prerequisite: Spanish 1. Emphasis is placed upon further development of oral and written communication skills. Grammar becomes more complex than in Spanish I with the introduction of several tenses, various ways of translating from Spanish to English, syntax (sentence structure), and several parts of speech. Cultural topics are included with emphasis upon ancient and modern people of Mexico. Practical

conversational themes for pair activities include ordering in restaurants, communicating in doctor's offices, and directions.

Compliances

CLINTONDALE STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW AND THE MICHIGAN DEPARTMENT OF EDUCATION

The Clintondale Community Schools Board of Education hereby agrees to comply with Federal Laws prohibiting discrimination and with all requirements imposed by or pursuant to regulations of the United States Department of Health and Welfare and Education and the Michigan Department of Education.

District Policy requires non-discrimination on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, English proficiency, disability, height or weight; in its programs, services, activities, employment or admissions policies.

CONTACT PERSONS FOR CIVIL RIGHTS COMPLIANCE PLAN

TITLE VI & TITLE IX & THE AGE ACT: Andrew Lewis, Kevin Knoblock – Phone: 586-791-6300
SECTION 504 & TITLE II: Dawn Sanchez, Kevin Knoblock – Phone: 586-791-6300

Title VI: Discrimination on the Basis of Race, Color, or National Origin
If any person believes that Clintondale Community School District or any part of the school organization has inadequately applied the principles and/or regulations of Title VI or is in some way discriminatory on the basis of race, color or national origin, he/she may bring forward a complaint to the Administration Office at the following address: 35100 Little Mack, Clinton Township, MI 48035.

Title IX: Sex Discrimination
If any person believes that Clintondale Community School District or any part of the school organization has inadequately applied the principles and/or regulations of Title IX or is in some way discriminatory on the basis of sex, he/she may bring forward a complaint to the Administration Office at: 35100 Little Mack, Clinton Township, MI 48035.

Title II: Americans with Disabilities Act of 1990
If any person believes that Clintondale Community School District or any part of the school organization has inadequately applied the principles and/or regulations of Title II or is in some way discriminatory on the basis of disabilities, he/she may bring forward a complaint to the Administration Office at: 35100 Little Mack, Clinton Township, MI 48035.

Age Discrimination Act of 1975
If any person believes that Clintondale Community School District or any part of the school organization has inadequately applied the principles and/or regulations of the Age of Discrimination Act or is in some way discriminatory on the basis of age, he/she may bring forward a complaint to the Administration Office at the following address: 35100 Little Mack, Clinton Township, MI 48035.

Informal Procedure (for Title II, Title VI, Title IX, Age of Discrimination Act)
The person who believes he/she has a valid basis for complaint shall discuss the concern with the Local Coordinator (refer to previous page), who shall in turn investigate the complaint and reply to the complainant in writing within two (2) business days. If this reply is not acceptable to the complainant, he/she may initiate formal procedures according to the following steps.

Formal Grievance Procedure (for Title II, Title VI, Title IX, Age of Discrimination Act)

- **Step 1:** A written statement of the grievance shall be prepared by the complainant and signed. This grievance shall be presented to the Local Coordinator (refer to previous page), within five (5) business days of receipt of the written reply to the informal complaint. The Coordinator shall further investigate the matters of the grievance and reply in writing to the complainant within five (5) business days by certified mail.
- **Step 2:** If the complainant wishes to appeal the decision of the Local Coordinator (refer to previous page), he/she may submit a signed statement of appeal to the Superintendent of Schools within five (5) business days after receipt of the Local Coordinator's response to the grievance. The Superintendent shall meet with all parties involved, formulate a conclusion and respond in writing to the grievance within (10) business days by certified mail.
- **Step 3:** If the complainant remains unsatisfied, he/she may appeal through a signed, written statement to the Board of Education within five (5) business days of her/his receipt of the Superintendent's response in Step 2. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representative within fifteen (15) days of the receipt of such an appeal. The Board Secretary shall send a copy of the Board's disposition of the appeal to each concerned party within ten (10) business days of this meeting by certified mail.
- **Step 4:** If, at this point, the grievance has not been satisfactorily settled, further appeal may be made to the office for Civil Rights, U.S. Department of Education, Washington, D.C., 20201.

Section 504: Discrimination against the Handicapped
The Clintondale Community School District, in compliance with Section 504 of the Rehabilitation Act of 1973 regarding discrimination against the handicapped adopted by the Department of Health and Human Services, publishes the following complaint procedures. A complaint is defined as an alleged action prohibited under the Act identified above, and a Complainant is a student or employee who submits a complaint.

- **Step 1:** The complainant must submit to the administrator designed to receive and investigate complaints alleging noncompliance with the Rules and Regulations, a signed, written, "Statement of Complaint". The "Statement of Complaint" shall name the complaint; shall state the facts giving rise to the complaint; shall identify all the provisions of the Rules and Regulations alleged to be violated; shall state the contention of the complainant with respect to those provisions; shall indicate the relief requested; and shall be signed by the complainant involved. The coordinator shall give the complainant an answer in writing no later than five (5) business days after receipt of the written complaint.
- **Step 2:** If the complaint is not resolved in Step 1, it must be submitted within five (5) business days to the Superintendent or her/his Deputy. The Superintendent or her/his Deputy and the

complainant shall meet within a reasonable time, not to exceed fourteen (14) business days, in an attempt to resolve this matter.

- **Step 3:** If a satisfactory disposition of the complaint is not made as a result of the meeting provided in Step 2 above, either party shall have the right to file said complaint with the Secretary of the Board within five (5) days of the meeting provided in Step 2. The Board shall have thirty (30) days to render its decision, in writing, to the complainant.

Any complaint submitted under this procedure shall be filed at Step 1 within twenty (20) business days after the complainant became aware, or reasonably should have become aware, of the complaint. If the complaint is not served within that time, the complaint will not be considered. Failure by the complainant to appeal the complaint from Step 1 to Step 2 within the time limit provided shall also bar the complaint.

Complaint forms for Title II, Title VI, Title IX, Age Discrimination Act 1975, and Section 504 are available in the Main Office of the High School.

Special Services and Pupil Personnel: The department of Special Services offers various extended community services such as diagnostic testing, family counseling with social workers, student group counseling, and other related special needs. For further information, please contact the Special Services Department. Clintondale High School offers services for students who have been identified as having special needs, (either handicapped or disadvantaged), through vocational Paraprofessionals working with certified Career Technical classes or in the Career Resource Room.

The Individuals with Disabilities Education Act of 1997 (IDEA) requires that children with disabilities be educated in the least restrictive environment. IDEA requires that students with disabilities receive their education in regular education classrooms unless their disability prevents them from making satisfactory progress even with supplementary aids and services. Clintondale High School will work to implement inclusive classes for students with disabilities where possible.

Career-Technical Support Services: Supplementary Services are available to Special Population students if enrolled in a certified Career/Technical or Life Management Education class (e.g., Construction Trades, DE/Marketing, Business Core, Information Processing Specialist, Administrative Specialist, Child Care, Family Living, Basic Foods, Parenthood). These additional services will be available to certified handicapped, academically disadvantaged, Limited English proficient and/or non-traditional (by sex) students. Please contact Ms. Kimberly Spriggs for additional information.

35100 Little Mack, Clinton Township, Michigan 48035-2633
Phone: (586) 791-6300 · Fax: (586) 791-6786
HYPERLINK "http://www.clintondaleschools.net"
www.clintondaleschools.net

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Superintendent
Kenneth Janczarek

To: Members of the Board of Education
From: Kenneth Janczarek, Superintendent
Date: April 27, 2026
Subject: Recommendation for School Resource Officer Contract

Dear Members of the Clintondale Community Schools Board of Education,

It is the recommendation of the Superintendent, Kenneth Janczarek, that the Board of Education approve the extension of the School Resource Officer (SRO) agreement with the Clinton Township Police Department for the 2026–2027 school year. Currently, our SRO is Detective Timothy Victor. If approved, the 2026–2027 school year will mark Detective Victor's third year serving the Clintondale Community Schools District in this role.

As part of the agreement with Clinton Township and the Clinton Township Police Department, Clintondale Community Schools is responsible for fifty percent of Detective Victor's salary, with Clinton Township responsible for the remaining fifty percent. For the 2026–2027 school year, Clintondale Community Schools will be responsible for $99,630.00 as its portion of the SRO salary.

The presence of a School Resource Officer is a critical component of the district's overall safety and security plan. While Detective Victor is primarily stationed at the Secondary Campus near the front of the building, his responsibilities extend beyond that location to support all Clintondale Community Schools students, staff, and the broader school community.

Over the past several years, Detective Victor has built strong and meaningful relationships within the school community while supporting the district in numerous situations. His presence provides an added level of support for students and staff, strengthens partnerships between law enforcement and the school community, and significantly reduces response time when incidents occur.

Safety and security remain a top priority for every school district. Having a dedicated School Resource Officer in our buildings provides numerous benefits, including positive relationship-building with students, additional support for staff and administrators, and immediate response during both routine situations and more serious incidents. I cannot emphasize enough the value of this partnership and the positive impact it continues to have on our school community.

35100 Little Mack, Clinton Township, Michigan 48035-2633
Phone: (586) 791-6300 · Fax: (586) 791-6786
HYPERLINK "http://www.clintondaleschools.net"
www.clintondaleschools.net

BOARD OF EDUCATION
Jared Maynard, President
Lisa Valerio-Nowc, Vice-President
Ava McDowell, Secretary
Barry Powers, Treasurer
Kurt Wilson, Sr, Trustee
Lisa Wilson, Trustee
Diane Zontini, Trustee

Superintendent
Kenneth Janczarek

I would also like to express my sincere appreciation to Clinton Township and the Clinton Township Police Department for their continued partnership and support of Clintondale Community Schools.

Thank you for your continued support.

Sincerely,

Kenneth Janczarek
Superintendent
Clintondale Community Schools

CLINTON TOWNSHIP

April 10, 2026

Mr. Kevin Tartuta
Chief Financial Officer
Clintondale Community Schools
35300 Little Mack Avenue
Clinton Township, Michigan 48035

RE: Resource Officer

Dear Mr. Tartuta:

Attached is our bill for the 25-26 Resource Officer. The bill has been prepared for the agreed upon amount totaling $93,703.

Also, attached is our calculation of the ***estimated*** cost for one officer for the 2026-2027 school year. We are providing an estimated cost for the 2026-2027 school year since the officer's contract is currently in negotiations. We will provide the final cost once the contract is settled. If the estimate fits into your budget and your Board approves the position, please inform either Chief Preston Susalla or me of your intent to continue this agreement.

If you have any questions, please call either Chief Susalla at 493-7872 or me at 723-8005.

Sincerely,

Jessica A. Leija

Jessica A. Leija
Assistant Finance Director

cc: Chief Preston Susalla

CHARTER TOWNSHIP OF CLINTON, MICHIGAN
SCHOOL OFFICER 2026 - 2027

		ONE OFFICER
BASE SALARY	$	93,560
OVERTIME - estimated		-
WEAPON ALLOWANCE		730
LONGEVITY		-
LUMP-SUM HOLIDAY PAY		4,678
HOLIDAYS WORKED (based on 7)		-
SHIFT PREMIUM		-
SHOW-UP TIME		1,871
EDUCATIONAL INCENTIVE		-
CASH-IN VACATION DAYS		-
PENSION AND HOSPITALIZATION FOR RETIREES		66,003
WORKERS' COMPENSATION		-
CLOTHING & CLEANING		800
FICA		7,775
HOSPITALIZATION, DENTAL, LIFE, OPTICAL		23,455
DISABILITY		387
TOTAL	$	199,259
CHARGE 1/2	$	99,630

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Superintendent
Kenneth Janczarek

To: Members of the Board of Education
From: Jared Maynard, Board of Education President
Date: April 27, 2026
Subject: Recommendation for Contract for Interim Superintendent

Dear Members of the Clintondale Community Schools Board of Education,

The Board President recommends that the Board of Education approve the contract for the Interim Superintendent, Mr. Kevin Knoblock, beginning May 6, 2026. Outgoing Superintendent Kenneth Janczarek's last day in the district will be Monday, May 11, 2026. Mr. Knoblock will spend four official days working alongside Mr. Janczarek; however, transition planning and discussions have already begun and will continue to ensure a smooth and effective transition between Mr. Janczarek and Mr. Knoblock.

Mr. Knoblock began serving the district as the Director of Special Education at the start of the 2025/2026 school year. In this role, he has been an active member of the Central Office Cabinet and has worked closely with Mr. Janczarek throughout the school year. Mr. Knoblock holds a valid Michigan Teaching Certificate as well as the appropriate Central Office certifications required to serve in the role of Interim Superintendent.

Mr. Knoblock will receive additional compensation of $154.00 per day for his responsibilities as Interim Superintendent, in addition to his current salary. He will serve in this role beginning May 11, 2026, and will continue until the district completes the search process for a new Superintendent. It is anticipated that Mr. Knoblock will serve as Interim Superintendent through June 30, 2026.

Thank you for your continued support.

Sincerely,

Jared Maynard
School Board President
Clintondale Community Schools

Series 2000: Bylaws
2300 Board Member Conduct

2303 Conduct at Board Meetings and Removal from Meetings

I. Purpose and Authority

The Board of Education of Clintondale Community Schools ("Board") is committed to conducting its meetings in an orderly and productive manner that serves the interests of the District and the public. This Policy establishes standards of conduct for Board meetings, defines the circumstances under which a person may be removed from a meeting, and prescribes the procedures for removal consistent with Michigan law.

This Policy is adopted pursuant to, and shall be interpreted consistently with, the following legal authority:

Statute	Relevance
MCL 15.263(6)	Open Meetings Act: a person "shall not be excluded from a public meeting except for a breach of the peace actually committed at the meeting."
MCL 750.170	Makes it a misdemeanor to "make or excite any disturbance or contention" at a lawfully assembled public meeting; provides law enforcement with criminal authority to act.
MCL 380.11a	General authority of boards of education to govern District operations and adopt policies.

II. Policy Statement

All persons attending Board meetings — including Board members, District employees, and members of the public — are expected to conduct themselves in a manner that permits the meeting to proceed in an orderly fashion. The Board supports vigorous public participation and free expression. At the same time, the Board has both the authority and the duty to maintain order and to protect participants from conduct that rises to the level of a breach of the peace.

Removal from a Board meeting is a serious action with constitutional and statutory implications. Accordingly, removal is not a unilateral decision of the Board President alone; it requires the procedural steps set forth in this Policy. The Board will err on the side of inclusion in close cases, consistent with the First Amendment to the United States Constitution and Article I, Section 5 of the Michigan Constitution.

III. Definitions

As used in this Policy:

A. **"Breach of the Peace"** means conduct that, as interpreted by Michigan courts, involves seriously disruptive behavior — including abusive, disorderly, dangerous, aggressive, or provocative speech or actions tending to threaten or incite violence — actually committed at the meeting. Mere rudeness,

discourtesy, unpopular viewpoints, or failure to observe time limits does not constitute a breach of the peace sufficient to justify removal. See *Gerow v. Macomber*, No. 351901 (Mich. Ct. App. 2020).

B. **"Disruptive Conduct"** means conduct that, without necessarily rising to the level of a breach of the peace, interferes with the orderly conduct of the meeting and may warrant a verbal warning. Examples include: speaking out of turn without recognition from the Chair; refusing to yield the floor after the Chair has called the meeting to order; making loud, sustained interruptions; threatening gestures; or obstructing the physical conduct of the meeting. The Chair shall use sound judgment, informed by the totality of the circumstances, in identifying disruptive conduct.

C. **"Chair"** means the Board President, or, in the President's absence, the Vice President or other presiding officer.

D. **"Board Member"** means a duly elected or appointed member of the Clintondale Community Schools Board of Education.

E. **"Member of the Public"** means any person attending a Board meeting who is not a Board member, including District employees attending in a non-Board capacity.

IV. Procedures for Calling to Order and Removal

1. General Authority of the Chair

   The Chair is responsible for maintaining order at all Board meetings. The Chair may call any person to order at any time during a meeting. The Board, acting by majority vote, may also direct the Chair to take action under this Policy.

2. Three-Step Escalating Procedure

   When any person engages in disruptive conduct or conduct that may constitute a breach of the peace, the following escalating procedure applies:

   Step 1 — Verbal Warning (Call to Order)
   The Chair shall call the person to order verbally and on the record. The Chair shall identify the specific conduct that is disruptive, advise the person that the conduct must cease, and warn that continued conduct may result in removal from the meeting. The warning shall be noted in the meeting minutes. A single verbal warning is ordinarily sufficient before proceeding to Step 2; however, the Chair may proceed more quickly if the conduct is immediately and severely disruptive or dangerous.

   Step 2 — Board Order of Removal
   If the disruptive conduct continues after a verbal warning, the Chair may order removal — or any Board member may move to remove — the disruptive person from the meeting. Removal requires either: (a) a motion adopted by a majority vote of the Board members present; or (b) a direct order from the Chair where the conduct constitutes an actual breach of the peace actively threatening the safety of participants and immediate action is required. In non-emergency situations, removal shall be effected by Board vote whenever practicable. The basis for removal shall be stated on the record and recorded in the meeting minutes.

   Step 3 — Law Enforcement Assistance and Possible Arrest

If the person ordered to leave the meeting refuses to do so, the Chair shall request that law enforcement personnel present at or summoned to the meeting physically remove the individual. Law enforcement may, in its independent discretion, arrest or cite the individual pursuant to MCL 750.170, which makes it a misdemeanor to "make or excite any disturbance or contention" at a peaceably and lawfully assembled public meeting. The Board makes no representation concerning law enforcement's exercise of its independent charging discretion.

3. Special Provisions — Members of the Public

Public Comment. Members of the public participating in public comment shall adhere to the time limits and subject matter guidelines established by the Board. Exceeding a time limit, or addressing a topic outside the scope of public comment, does not by itself constitute a breach of the peace and will not result in removal. The Chair may turn off the microphone or decline to recognize further comment; the individual shall remain free to remain in the meeting room unless a breach of the peace actually occurs.

Viewpoint Neutrality. The Board shall not exclude any person from a meeting on the basis of the content or viewpoint of the person's expression, even if the viewpoint is controversial or unpopular. Removal is based solely on conduct, not content.

4. Special Provisions — Board Members

Duty to Participate. Board members are elected officials with a legal duty to attend and participate in Board meetings on behalf of their constituents. Removal of a Board member is an extraordinary measure that effectively disenfranchises the constituents the member was elected to represent. Accordingly, the three-step procedure in Section IV.B shall be applied with particular care before removing a Board member from a meeting.

Same Standard. Notwithstanding the above, a Board member who engages in conduct that constitutes an actual breach of the peace within the meaning of MCL 15.263(6) is subject to removal under this Policy using the same three-step procedure. A Board member's status as an elected official does not authorize conduct that constitutes a breach of the peace.

Quorum and Voting Integrity. Removal of a Board member may affect quorum and the ability of the Board to conduct business. The Board shall consider this consequence before voting to remove a Board member. If removal would destroy quorum, the Board shall suspend its business and adjourn rather than proceed without the required number of members present.

Separate Disciplinary Process. Removal from a single meeting under this Policy is distinct from, and does not substitute for, any applicable process under Policy 2302 (Board Code of Ethics) or any other disciplinary or censure mechanism available to the Board.

V. Documentation Requirements

The following shall be recorded in the official minutes of any meeting at which this Policy is invoked:

- The specific conduct that prompted a call to order, including the time and nature of the conduct as observed by the Chair or reported on the record.
- The verbatim or paraphrased text of any verbal warning issued pursuant to Step 1, including the time issued.

- Any motion for removal, the member who moved, the member who seconded (if applicable), the vote tally, and the Board's stated basis for removal — or, in an emergency, the Chair's direct order and stated basis.
- The name (if known) or description of the person ordered removed.
- Whether law enforcement was summoned or requested to assist in removal, and any action taken by law enforcement at the meeting.
- Whether the removed person departed voluntarily or was physically removed.

Removal from a Board meeting is a documented, official Board action (or emergency Chair action) and must appear in the official minutes of the meeting. The absence of a documented warning and documented basis for removal shall be treated as evidence that the removal was procedurally improper. The meeting minutes shall be prepared and approved in accordance with Policy 2503 and the Open Meetings Act.

VI. First Amendment and Constitutional Considerations

Board meetings that include a public comment period constitute a limited public forum under the First Amendment to the United States Constitution and Article I, Section 5 of the Michigan Constitution. In a limited public forum, the Board may impose reasonable, viewpoint-neutral restrictions on the time, place, and manner of speech (such as time limits and decorum requirements), but may not restrict speech based on its content or viewpoint.

In close cases — where it is unclear whether particular expression crosses the line from protected speech (even heated or offensive speech) into a breach of the peace — the Board shall err on the side of allowing the speech to continue. The Board recognizes that the constitutional test for "breach of the peace" in this context is demanding. Conduct may be constitutionally protected even if it is disrespectful, argumentative, or uncomfortable for other participants.

The Board shall consult with District legal counsel before establishing a policy or practice of excluding specific individuals or categories of speakers from future meetings based on prior conduct. Such exclusion raises distinct and heightened constitutional concerns beyond the scope of removal from a single meeting.

VII. Delegation and Review

The Superintendent, in consultation with District legal counsel, is authorized to develop administrative guidelines implementing this Policy. Such guidelines shall be consistent with this Policy and applicable law. This Policy shall be reviewed by the Board no less frequently than every three (3) years, or sooner as warranted by changes in law or judicial interpretation.

Legal Authority: MCL 15.263(6) (Open Meetings Act); MCL 750.170; MCL 380.11a; *Gerow v. Macomber*, No. 351901 (Mich. Ct. App. 2020); U.S. Const. amend. I; Mich. Const. art. I, §5.

Date Adopted: _____

Date Revised:



FOIA Procedures and Guidelines Manual

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Introduction

As a public body under the Freedom of Information Act, the District has developed the following procedures and guidelines to implement and assure compliance with FOIA. The District has also created a written public summary of the specific procedures and guidelines explaining how *to* submit written requests *to* the District and how *to* understand the District's written responses, deposit requirements, fee calculations, and avenues for challenge and appeal. The procedures, guidelines and written public summary shall be posted on the District's website.

The District shall ensure that free copies of the procedures and guidelines and public summary are readily available for public dissemination upon request at the District's central office. Both documents shall also be included with every written response to a public record request.

However, this requirement may be satisfied by providing the requestor with the website link to the documents in lieu of providing paper copies in the response. The documents are available on the District's website at https://www.clintondaleschools.net.

Pursuant to the procedures and guidelines, the District's nonexempt public records, as defined under FOIA, are available for public inspection and/or copying. The rights and obligations of the District and requestors under FOIA are subject to MCL 15.231, et seq.

Inspection of records by the general public shall be limited *to* the regular office hours of the building or office that houses the records. Copies of records that are not exempt from disclosure will be available on request.

The District receives numerous requests or inquiries that are not public record requests under FOIA. This includes information readily available on the District's website, pamphlets, loose-leaf publications and other printed materials produced for public information and disclosure, such as the District's FOIA Procedures and Guidelines. These day-to-day inquiries *to* the District for information shall be handled appropriately by District staff under rules established by the District or building administration.

Definitions

Unless indicated otherwise, the following definitions apply to the District's procedures and guidelines for receiving and processing requests for public records:

District: Clintondale Community Schools

FOIA: The Michigan Freedom of Information Act.

FOIA Coordinator: The individual designated by the District with authorization by the Board of Education to accept and process requests for public records and to decide denials under FOIA. Whenever the term "FOIA Coordinator" appears in these procedures and guidelines, the words "or designated representative" shall be assumed to follow. The delegation of authority of administrative action does not relieve the FOIA Coordinator of the responsibility of the actions of such designated representatives.

Person: An individual, corporation, limited liability company, parh1ership, firm, organization, association, governmental entity or other legal entity. Person does **not** include an individual serving a sentence of imprisonment in a state or county correctional facility in this state or any other state, or a federal correctional facility.

Public Record: A writing prepared, owned, used, in the possession of or retained by the District in the performance of an official function from the time it is created.

Redact: To black out exempt information on an otherwise nonexempt record.

Requestor: An individual who has submitted a public records request under FOIA to the District.

Unusual Circumstances: Any one or a combination of the following, but only to the extent necessary for the proper processing of a request:

(1) The need to search for, collect, or appropriately examine or review a voluminous amount of separate and distinct public records pursuant to a single request.
(2) The need to collect the requested public records from numerous field offices, facilities or other establishments that are located apart from the particular office receiving or processing the request.
(3)

Writing: Handwriting, typewriting, printing, photo stating, photographing, photocopying and every other means of recording, including letters, words, pictures, sounds or symbols, or combinations thereof, and papers, maps, magnetic or paper tapes, photographic films or prints, microfilm, microfiche, magnetic or punched cards, discs, drums, or other means of recording or retaining meaningful content.

Written Request: A writing that asks for information and includes a writing transmitted by facsimile, electronic mail or other electronic means.

FOIA Coordinator

The Superintendent and/or School Board shall designate a District FOIA Coordinator to accept and process written requests for the District's public records and approve denials.

The FOIA Coordinator shall perform the following duties:

- Logs public records request received by the District.
- Determines whether requested records/information exist under the name given by the requestor or by another name reasonably known to the District.
- Determines whether part or all of requested records is exempt and separates exempt from nonexempt records.
- Reviews records to be collected to determine estimated costs, if applicable, to be charged or waived due to indigency.
- Prepares necessary fee estimates based on the District's standard fee schedule and forwards the estimates to the requestor.
- Forwards response to the public records requestor within five business days of receipt of the request or within 15 business days, if an extension was claimed.
- Where applicable, upon receipt of required payments, mail requested records.
- Retains and maintains a copy of all written requests for public records on file for no less than one year.
- Consults with District legal counsel regarding legal issues associated with FOIA compliance.

Requests for Public Records

Any person (see "Definitions" above) can make a public records request under FOIA.

Requests to inspect or copy public records must be made in writing (including facsimile, email or other electronic transmission) to the FOIA Coordinator for the requested record(s) or his/her designee, and shall sufficiently describe the record

to make compliance practicable by enabling the coordinator to identify and locate the record. If available, the date and title of the requested document should be included. Requests should include information broad enough to specify all desired information, but narrow enough to be practical when the date and title are unknown.

District staff shall forward written requests for public records to the FOIA Coordinator in a manner that is timely, consistent and in compliance with applicable law. All requestors will be treated equally unless a law specifically provides otherwise.

A request must include the requestor's (1) complete name (first and last name), (2) m ailing address, and (3) either phone number or email address. A request made by an organization must include the contact information of its agent or representative. Any mailing address provided must be in a format that complies with United States Postal Service addressing standards. This information is not required for a request by an individual who qualifies as indigent under FOIA (i.e., by submitting an affidavit that describes the individual's indigence).

FOIA only applies to existing records and does not require the District to collect information not available, or to research or answer questions. The District is only required to look for an existing record or document in response to a public records request. The District is not obligated to create a new record to comply with a request. However, when records are maintained in an electronic format, the District may be required to retrieve information in response to a public records request, which may result in the creation of a new document when the data is printed out on paper or saved in another type of electronic format.

The FOIA Coordinator shall file all requests and their dispositions in his/her office and make such reports as are requested by the Board. Filed requests shall be held for a period of at least one year.

Responding to a Public Records Request

The FOIA Coordinator shall first determine the scope of the public records request, which involves estimating the time required to search for, examine, separate/delete exempt information and/or copy the requested records.

The FOIA Coordinator shall then respond to a public records request within five business days unless otherwise agreed to by the requestor in writing. The receipt day shall be counted as day zero.

The FOIA Coordinator's response shall do one of the following:

- Grant the request.
- Issue a written notice denying the request.
- Grant the request in part and issue a written notice denying the request in part.
- Issue a notice extending for not more than 10 business days the period in which the District shall respond to the request.
- Issue a written notice indicating that all or a portion of the requested information is available on the District's website.

If applicable, the FOIA Coordinator shall inform the person making the request of the estimated cost for processing the request. If the estimated cost exceeds $50, the Coordinator shall require a good faith deposit of one-half of the estimated fee before processing the request. (See Fee Deposits on page 23.)

If the District plans to charge a fee in response to a public records request, the FOIA Coordinator shall issue a detailed fee itemization to the requestor and require that payment be made in full for the allowable fees associated with granting the request before the requested information is delivered.

Copies of the procedures, guidelines and public summary shall be included with every written response to a public records request. This requirement may be satisfied by providing the requestor with the website link to the documents in lieu of providing paper copies in the response. The documents are available on the District's website at https://www.clintondaleschools.net.

Late Responses. If the District does not respond to a written request in a timely maimer as required by FOIA, the fees for labor costs may be reduced by five percent for each day the District exceeds the time permitted under FOIA for a response to a public records request, with a maximum 50 percent reduction. The reduction shall apply if the late response was willful and intentional and the written request included language that conveyed a response for information within the first 250 words of the body of a letter, facsimile or electronic mail attachment, or specifically included the words, characters or abbreviations for "freedom of information," "information," "FOIA," "copy" or a recognizable misspelling of such, or appropriate legal code reference for this act, on the front of an envelope , or in the subject line of an electronic mail, letter or facsimile cover page.

The reduction shall be noted on the detailed fee itemization.

Receipt Date

Receipt date for electronically transmitted requests is the business day after the electronic transmission is made. If a written request is sent by electronic mail and delivered to the District's spam or junk mail folder, the request is not received until

one day after the District first becomes aware of the written request. The District shall note in its records both the time a written request is delivered to its spam or junk mail folder and the time the District first becomes aware of that request. The FOIA Coordinator shall review District spam and junk mail folders on a monthly basis.

For all other requests, receipt date is the day the request is received anywhere within the District.

Extensions

With respect to records that are determined not to be available or when there needs to be a delay in responding to the request because of unusual circumstances, the FOIA Coordinator will document the reason in a response that will be sent to the requestor as soon as possible. The District may extend the time responding to a FOIA request by no more than 10 business days. The response period, including the extension, must total no more than 15 business days from the receipt date.

Reasons for the extension may include, but are not limited to:

- Records are at another location.
- Need to locate and review a large number of records.
- Complexity of the request requires additional time for an adequate response.

An extension response will be issued by the FOIA Coordinator within the original five-day response period and will include the following information:

- Date the request was received by the District.
- Notification of the extension and the reason for it.
- Date by which a response will be issued.

Denials

The FOIA Coordinator shall examine each request to determine whether the record requested is exempt from disclosure under FOIA. If the FOIA Coordinator determines that the record is exempt or partially exempt from disclosure, he or she shall issue a signed written notice denying the request in full or in part. Such a denial shall be made within five days of receipt of the request unless otherwise agreed to by the requestor in writing, and shall include an explanation for the full or partial denial.

If the separation of exempt and nonexempt material is readily apparent to a

requestor, the District shall generally describe the material exempted unless that description would reveal the contents of the exempt information and defat the purpose of the exemption. A denial notice shall include this description if applicable.

The notice shall also include a full explanation of the requestor's right to seek an appeal of the denial to the District's Board of Education (see Fee Appeals on page 24) or to seek judicial review of the denial in circuit court and receive attorneys' fees and damages if the court determines the District violated FOIA and orders disclosure of all or a portion of a public record.

Certification of Nonexistence Records

If the District denies a public records request because the record as identified by the requestor does not exist, the District shall certify the nonexistence of the record. The FOIA Coordinator shall respond to the request by issuing a certificate that attests the public record does not exist under the name given by the requestor or by another name reasonably known *to* the District.

Inspections

The District will provide access to facilities during normal business hours for requestors wishing *to* examine and take notes from public records. If the records are available on the District's website, the District may refer the requestor to the website location in its response to the request.

Records may be inspected only at the Office 0£ the FOIA Coordinator or at such other location as determined by the FOIA Coordinator, and may not be removed by the requestor during the inspection. To ensure the integrity of District files, a member of the District staff must be present throughout the inspection.

Electronic Transmissions

At the request of the requestor, the FOIA Coordinator shall make the arrangements for the record to be transmitted electronically via the medium selected by the requestor if the District has the technological capability to comply with the request.

If the transmission is by USB flash drive, the requestor is to provide the device at least 24 hours in advance. If the transmission is by email, the requestor must provide the proper address.

Website Records

If the FOIA Coordinator knows or has reason to know that all or a portion of requested information is available on the District's website, the District shall notify the requestor in its written response that all or a portion of the requested information is available on its website. The response, to the degree practicable in the specific instance, shall include a specific webpage address where the requested information is available.

If the requestor stipulates that the public records must be provided in a paper format or in a specific form of electronic media, the District shall provide the records in the requested format and charge the appropriate fee, which shall include a 100 percent fringe benefit multiplier that shall not exceed the actual costs of providing the information in the specified format.

Any public records available on the District's website are exempt from any fees associated with separating and deleting of exempt information from nonexempt information.

On the detailed fee itemization, the District shall separate the requested public records that are available on its website from those that are not available on the website and shall inform the requestor of the additional charge to receive copies of what is available on the District's website.

Verbal Requests for Public Records

The District may provide requested information available in public records without receipt of a written request. If a verbal request is received for information available on the District's website, District employees shall, where practicable and to the best of their knowledge, inform the requestor about the District's pertinent website address.

Subscriptions

A person has a right to subscribe to future issuances of public records that are created, issued or disseminated on a regular basis. Requests for a subscription to documents or records regularly produced by the District must be accompanied by appropriate payment of estimated fees for the period of the subscription or by a credit card record to be used to charge fees on an ongoing basis. Subscriptions may run for up to six months and are renewable.

Denial Appeals

If a request to inspect or copy a record is denied, the person making the request may commence a civil action in circuit court to compel the District's disclosure of the public records.

Or, the requestor may appeal the decision by submitting the appeal to the President of the District's Board of Education for scheduling on the agenda of the next Board meeting. The written appeal shall state the word "appeal" and detail the reason(s) for requesting reversal of the denial.

The Board is not considered to have received the written appeal until the first regularly scheduled Board meeting following the submission of the written appeal.

The Board shall, within 10 business days after receiving the written appeal, do one of the following:

- Reverse the disclosure denial.
- Issue a written notice to the requestor upholding the disclosure denial.
- Reverse the disclosure denial in part and issue a written notice to the requestor.
- Under unusual circumstances, issue a notice extending for not more than 10 business days the period during which the Board shall respond to the appeal.

If the Board of Education fails to respond to the appeal, or if the Board upholds all or a portion of the disclosure denial that is the subject of the written appeal, the requestor may seek judicial review of the nondisclosure by a commencing a civil action in circuit court.

The requesting party also has the right to receive attorneys' fees and damages as provided in Section 10 of FOIA if, after judicial review, the circuit court determines the District has not complied with FOIA and orders disclosure of all or portions of the public record.

Fees

"Fee" means the total fee or any component of the total fee calculated under Section 4 of FOIA, including any deposit.

The District may charge a fee for a public records search, for the necessary copying of a public record for inspection or for providing a copy of a public record under the District's procedures and guidelines. The fee shall be limited to actual

mailing costs and to the actual incremental cost of duplication or publication including labor, the cost of search, examination, review, and the deletion and separation of exempt from nonexempt information. Labor costs shall be estimated and charged in increments of 15 minutes except as indicated below, with all partial time increments rounded down. If the time involved is less than 15 minutes, there will be no charge.

Labor Costs. Labor costs associated with the necessary searching for, locating and examining of public records will be charged at an hourly rate equal to the lowest-paid staff member capable of searching, retrieving and examining the information being sought by the requestor. This hourly rate shall be charged regardless of whether the staff member is available to perform the labor.

Labor costs directly associated with duplication or publication, including making paper or digital copies, or transferring digital public records to the requestor through electronic means, will be charged at an hourly rate equal to the lowest-paid staff member capable of necessary duplication or publication in the particular instance. This hourly rate shall be charged regardless of whether the staff member is available to perform the labor. Labor costs for this task shall be estimated and charged in increments of 15 minutes, with all partial time increments rounded down.

The portion of the labor costs associated with separating and deleting of exempt information from nonexempt information will be charged at an hourly rate equal to the lowest-paid staff member capable of separating and deleting exempt from nonexempt information. This hourly rate shall be charged regardless of whether the staff member is available to perform the labor. However, if the District does not employ a person capable of separating and deleting exempt from nonexempt information in a particular instance as determined by the FOIA Coordinator, it may treat necessary contracted labor costs used to perform the task in the same manner as employee labor costs when calculating the charges. The name of the contracted person or firm must be clearly noted in the fee itemization, and the total contracted labor costs shall not exceed an amount equal to six times the state minimum hourly wage rate, which is currently $13.73.

The District shall not charge for labor directly associated with redaction if it knows or reasons to know that it previously redacted the public record in question and the redacted version is still in the District's possession.

Unreasonably High Costs. The District shall not charge for the cost of search, examination, review, and the deletion and separation of exempt from nonexempt information unless the failure to charge a fee would result in unreasonably high cost to

the District because of the nature of the request in the particular instance. Under such circumstances, the District shall specifically identify the nature of the unreasonably high costs.

Costs for the search, examination review, and the deletion and separation of exempt from nonexempt information are "unreasonably high" when they are excessive and beyond the normal or usual amount for those services compared to the costs of the District's traditional FOIA requests. Some factors related to unreasonably high costs, but not limited to, include:

- Amount of labor/time needed to locate and search for requested records.
- The volume of files that have to be reviewed in order to locate the requested records.
- Amount of labor time needed to examine records to separate/redact exempt from nonexempt material.
- The available staffing to respond to the request.
- Amount of paper records that need to be copied.
- Amount of internal costs not budgeted for FOIA-related issues.

Nonpaper Physical Media Costs. For public records provided to a requestor on nonpaper physical media, the District may charge the actual and most reasonably economical cost of the computer discs, USB flash drives, or other digital or similar media.

Cost of Paper Copies. For paper copies of public records provided to a requestor, the District may charge the actual total incremental cost of necessary duplication or publication, not including labor. The cost of paper copies shall be calculated as a total cost per sheet of paper and shall be itemized and noted in a manner that expresses both the cost per sheet and the number of sheets provided. The fee shall not exceed 10 cents per sheet of paper for copies of public records made on 8½" x 14" paper. The District shall utilize the most economical means available for making copies of public records, including using double-sided printing, if cost savings are applicable.

Copies for nonstandard sized sheets of paper will reflect the actual cost of the reproduction.

Mailing Costs. The District will charge the actual cost of mailing and postal delivery confirmation for sending the public records in a reasonably economical and justifiable manner. The District shall not charge more for expedited shipping or insurance unless specifically stipulated by the requestor.

Fringe Benefits Costs. The District will add up to 50 percent to the applicable labor charge amount to cover or partially cover the cost of fringe benefits. The District will note the percentage multiplier used to account for benefits in the detailed fee itemization.

If a requestor stipulates that public records located on the District's website must be

provided in a paper format or in a specific form of electronic media, the District shall provide the records in the requested format and charge the appropriate fee, which shall include a 100 percent fringe benefit multiplier that shall not exceed the actual costs of providing the information in the specified format.

Overtime Costs. Overtime wages will not be included in the calculation of labor costs unless overtime is specifically stipulated by the requestor and clearly noted in the detailed fee itemization.

Itemization. When calculating the labor costs, the District shall itemize fee components in a manner that expresses both the hourly wage and the number of hours charged.

Fee Discounts and Waivers. The District has determined that furnishing public records to any of the following persons or organizations is in the public interest and they shall be exempt from the first $20 of fees incurred in a school fiscal year:

- a news media organization for dissemination to the general public
- a member of the Board
- a minor for use in a school or community organization civics project (ex. Boy Scout Citizenship merit badge)
- any nonprofit organization

The FOIA Coordinator may waive or reduce the labor and duplication costs associated with other public records requests if he or she determines that the request is in the public interest.

No charge for the first $20 of a fee shall be made to an individual who submits an affidavit proving indigency or receipt of public assistance or, if not receiving public assistance, states facts showing inability to pay the cost because of indigency. If the requestor is eligible for the waiver, the District shall note the discount on the detailed fee itemization. If the requestor is ineligible for the waiver, the District shall inform him or her specifically of the reason for the ineligibility in the District's response to the public records request. A requestor shall be declared ineligible for the $20 waiver if any of the following apply:

- The individual has previously received discounted copies of public records from the District twice during the current calendar year.
- The individual requests information in conjunction with outside parties who are offering or providing other remuneration to the individual to make the request. The District may require a statement from the requestor in the indigency affidavit that the request is not being made in conjunction with outside parties for payment or other remuneration.

A nonprofit organization formally designated by the state to carry out activities under subtitle C of the Developmental Disabilities Assistance and Bill of Rights Act of 2000, Public Law 106-402, and the Protection and Advocacy for Individuals With Mental Illness Act, Public Law 99-319, shall not be charged for the first $20 of a fee if the public records request meets all of the following requirements:

- The request is made directly on behalf of the organization or its clients.
- The request is made for a reason wholly consistent with the mission and provisions of the laws under the Section 931 of the Mental Health Code, 1974 PA 258, MCL 330.1931.
- The request is accompanied by documentation of its designation by the state pursuant to the District's request.

Fee Deposits. In response to a public records request, the District shall require a good faith deposit from a requestor before processing a public records request if the entire fee estimate or charge exceeds $50, based on a good faith calculation of the total fee. The deposit shall not exceed one-half of the total estimated fee as identified in a detailed fee itemization that shall accompany the request for the deposit.

If a requestor fails to pay the good-faith deposit within 48 days after the date of the deposit notice specified by the District and if the requester has not appealed the deposit amount, the request will be considered abandoned and the District will no longer be required to fulfill the request.

A deposit required by the District is a fee.

The District's response shall also include a best efforts and good faith nonbinding estimate regarding the time frame it will take the District to comply with FOIA in providing the public records to the requestor.

Nonpayments and Increased Fee Deposits. If the District has granted and fulfilled a written request, but has not been paid in full the total amount of fees charged to the requestor, the District shall require a deposit of 100 percent of the estimated fee before it begins to process any subsequent public records requests from that individual if **all** of the following apply:

- The final fee for the prior written request was not more than 105 percent of the estimated fee.
- The public records made available contained the information being sought in the prior written request and are still in the District's possession.
- The public records were made available to the individual, subject to payment, within the District's good faith time frame estimate.
- Ninety days have passed since the District notified the individual in writing that the public records were available for pickup or mailing.
- The individual is unable to show proof or prior payment to the District.

- The District has calculated a detailed fee itemization that is the basis for the current increased estimated fee deposit.

The District shall not require an increased estimated fee deposit if **any** of the following apply:

- The individual is able to show proof of prior payment in full to the District.
- The District is subsequently paid in full for the applicable prior written request.
- Three hundred sixty-five days have passed since the individual made the written request for which full payment was not remitted to the District.

Fee Appeals. If the District requires a fee that exceeds the amount permitted under these procedures and guidelines or FOIA, the person making the request may commence a civil action in circuit court to pursue a fee reduction.

Or, the requestor may appeal the fee amount by submitting the appeal to the President of the District's Board of Education for scheduling on the agenda of the next Board meeting. The written appeal shall state the word "appeal" and detail the reason(s) for requesting the fee reduction and how the required fee exceeds the amounts permitted under the District's procedures and guidelines or FOIA.

The Board is not considered to have received the written appeal until the first regularly scheduled Board meeting following the submission of the written appeal.

The Board shall, within 10 business days after receiving the written appeal, do one of the following:

- Waive the fee.
- Reduce the fee and issue a written determination to the requesting person indicating the specific basis under FOIA that supports the required fee. The determination shall include a certification from the Board that the statements in the determination are accurate and that the reduced fee amount complies with the District's guidelines, procedures and FOIA.
- Uphold the fee and issue a written determination to the requesting person indicating the specific basis under FOIA that supports the required fee. The determination shall include a certification from the Board that the statements in the determination are accurate and that the fee amount complies with the District's guidelines, procedures and FOIA.
- Issue a notice extending for not more than 10 business days the period during which the Board shall respond to the appeal. The notice shall include a detailed reason or reasons why the extension is necessary.
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If the Board of Education fails to respond to the appeal, or if the Board upholds all or a portion of the fee that is the subject of the written appeal, the requestor may seek judicial review of the Board's determination by a commencing a civil action in circuit court.

Future Changes in Guidelines and Procedures

The District reserves the right to amend, revise or repeal all or any part of the preceding guidelines and procedures at any future time.

CLINTONDALE COMMUNITY SCHOOLS
Written Public Summary of the District's FOIA Procedures and Guidelines

Introduction
As a public body under the Freedom of Information Act, the District has developed procedures and guidelines to implement and assure compliance with FOIA. The District has also created the following written public summary of the specific procedures and guidelines explaining how to submit written requests to the District and how to understand the District's written responses, deposit requirements, fee calculations, and avenues for challenge and appeal.

How to Submit Written Requests
FOIA requests must be submitted in writing to the District. The request can be sent by email or mail to:

Email: walmslel@clintondaleschools.net

Clintondale Community Schools
Attn: FOIA Coordinator
35100 Little Mack Avenue
Clinton Township, MI 48035

Requests must sufficiently describe a public record so as to enable the District to find it. Requests should also include a contact telephone number to allow a District employee to make contact to resolve issues, clarify the scope of a request or help identify a specific document containing the information sought.

How to Understand the District's Written Responses to FOIA Requests
The District must respond to a FOIA request within five business days. In some cases, the District may extend the time period by 10 business days to fulfill a request completely. A response does not necessarily mean the records are provided within five days.

The District can grant the FOIA request, deny the request, or grant it in part and deny it in part.

If the request is granted in full or in part, the District can charge a fee to process the request. Fees are calculated according to the District's FOIA procedures and guidelines and documented in a detailed fee itemization form. The fee must be paid before a public record is made available. And, in some cases, the District will require a good-faith deposit before it processes a public records request.

If the request is denied, the District will provide the basis for its denial in a written notice. The District will also provide notice of an individual's rights to appeal the denial to the Board of Education and/or to file a lawsuit against the District in circuit court.

Deposit Requirements

The District will require a good faith deposit from a requestor before processing a public records request if the entire fee estimate or charge exceeds $50, based on a good-faith calculation of the total fee. The deposit will not exceed one-half of the total estimated fee as identified in a detailed fee itemization. The District's response shall also include a best efforts and good-faith nonbinding estimate regarding the time frame it will take the District to comply with FOIA in providing the public records to the requestor.

I£ the total amount charged in a previous records request has not been paid in full, the District may require a deposit of up to 100 percent of the estimated fee before processing a subsequent public records request.

Fee Calculations

The District may charge a fee for a public records search, for the necessary copying of a public record for inspection or for providing a copy of a public record under the District's procedures and guidelines. The fee shall be limited to actual mailing costs, and to the actual incremental cost of duplication or publication including labor, the cost of search, examination, review, and the deletion and separation of exempt from nonexempt information. Labor costs shall be estimated and charged in increments of 15 minutes in most cases, with all partial time increments rounded down.

The District shall not charge for the cost of search, examination, review, and the deletion and separation of exempt from nonexempt information unless the failure to charge a fee would result in unreasonably high cost to the District because of the nature of the requests in the particular instance. Under such circumstances, the District shall specifically identify the nature of the unreasonably high costs.

The first $20 of a fee will be waived if a requestor submits an affidavit of indigency. The requestor must include a statement that the request is not being made in conjunction with outside parties in exchange for payment or other remuneration.

Avenues for Challenge and Appeal

If the District charges a fee that an individual thinks is too high, denies all or part of a public records request, the requestor may submit to the District Board of Education a written appeal that specifically states the word "appeal" and identifies the basis

for which the fee should be reduced or the nondisclosure determination should be reversed. Written appeals may be sent to the email or mailing address listed above and will be forwarded to the Board of Education or the Superintendent for scheduling on the agenda of the next Board meeting. Additionally, the requestor may pursue a fee reduction or appeal the denial by commencing a civil action in circuit court.

More Information

This is only a summary of the FOIA procedures and guidelines. For more details and information, copies of the District's FOIA Procedures and Guidelines are available at no charge at the District's central office and on the District's website: https://www.clintondaleschools.net.

Attachment C - FOIA Fee Itemization Form

Requester's Name: _____ Date on Request: _____

Date Received[i]: _____ Estimated Fee: _____ Actual Fee: _____

If estimated fee is over $50, the District shall charge a good faith deposit of 50% of the estimated fee. Failure to pay the deposit within 48 calendar days of the District's notice constitutes abandonment, and the District is no longer required to fulfill the request.

Estimated date FOIA response will be available: _____

Labor Costs[ii]

Searching/Locating/Examining Records

_____ x $_____ + _____ = _____

Hours[iii] Hourly Wage Fringe Benefit[iv]

Separating and Deleting Exempt from Non-Exempt Information/Records

Employee

_____ x $_____ + _____ = _____

Hours[v] Hourly Wage Fringe Benefit

Contracted Labor (if any)

Name of person or firm engaged _____

_____ x $_____ = _____

Hours Hourly Wage[vi]

Duplicating or Publishing Records

_____ x $_____ + _____ = _____

Hours[vii] Hourly Wage Fringe Benefit

Non-Paper Physical Media

USB Flash Drives, CDs, DVDs, Other: _____ $_____

Postal Delivery Charges

Actual Cost of Mailing[viii] $_____

Copying Costs for Paper Copies[ix]

	Cost per page			
Letter (8 ½" x 11")	$0.	_____ x # of sheets _____	=	$_____
Legal (8 ½" x 14")	$0.	_____ x # of sheets _____	=	$_____

Discounts

Qualified for Discount ☐ Yes ☐ No If yes, subtract $20. ($_____)

☐ Indigence (maximum of 2 discounts per calendar year)

☐ State Designated Non-Profit (e.g., MPAS) (unlimited number of discounts)

Totals

½ Total Costs $_____

Total Discounts ($_____)

Total Due $_____

Date Delivered: _____ Date Paid: _____

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[i] A FOIA request is received on the date that it is hand-delivered or mailed to the District. A FOIA request is generally deemed as received one business day after a facsimile, email, or other electronic transmission.

[ii] A fee shall not be charged to search, locate, examine, review, or delete/separate/redact exempt from non-exempt information unless failure to charge would result in unnecessarily high costs to the District.

[iii] The hourly rate shall not be more than the hourly wage of the lowest-paid staff member capable of performing the labor in the particular instance. Labor costs shall be estimated and charged in increments of 15 minutes, with all partial time increments rounded down.

[iv] The District may add up to 50% to the applicable labor charge amount to cover or partially cover the cost of fringe benefits. Under no circumstances shall the District charge more than the actual cost of fringe benefits.

[v] Labor costs shall be estimated and charged in increments of 15 minutes with all partial time increments rounded down.

[vi] Contracted labor costs must not exceed an amount equal to 6 times the state maximum hourly wage rate.

[vii] Labor costs for duplicating or publishing records may be estimated and charged in time increments of the District's choosing, with all partial time increments rounded down. The District has determined to charge labor costs for duplicating or publishing records in 15-minute increments

[viii] The public body shall not provide expedited shipping or insurance unless specifically requested by the requester but may otherwise charge for the least expensive form of postage delivery confirmation when mailing public records

[ix] The fee shall not exceed 10 cents per sheet of paper (one-sided or two-sided) for copies made on 8½ x 11-inch sheets of paper or 8½ x 14-inch sheet of paper.