

A G E N D A

- I. Call to Order**
- II. Pledge of Allegiance**
- III. Roll Call**
- IV. Approval of Agenda**
- V. Recognition/Reports**
 - A. Brighton Ford, Recognition**
 - B. Teacher Tenure, Recognition**
 - C. Reading Apprenticeship Program, Middle and High School**
- VI. Call to the Public**
 - A. Comment Card**
- VII. Old Business**
- VIII. Consent Agenda**
 - A. Bills of April 17 - May 1, 2009**
 - B. Minutes of April 27, 2009**
 - C. Minutes of April 28, 2009**
 - D. Minutes of May 4, 2009**
 - E. Minutes of May 5, 2009**
- IX. New Business**
 - A. Curriculum**
 - 1. British Literature, New Course**
 - 2. Civics, Realignment**
 - 3. Economics, New Course**
 - B. Finance**
 - 1. LESA Budget 2009/2010**
 - 2. Budget Update, 2009/10**
 - 3. Appointment of Trustee and Alternate to MCRMT**
 - C. Human Resources**
 - 1. Resignations, Retirement**
 - 2. Staff Reduction, Certified Staff**
 - 3. Executive Director of Curriculum**
 - 4. Recall, Administrative Staff**
 - 5. Administrative Contract Extensions**
 - D. Other**
 - 1. Elementary Handbook Revisions, Second Reading**
 - 2. High School Handbook Revisions, Second Reading**
 - 3. Appointment to LESA Electoral Body, Representative and Alternate**
 - 4. High School Research Team Recommendation**
 - 5. SOC, Grades 9 - 11**
 - 6. Call for Board Meetings, July through December 2009**
- X. Communications and Reports**
 - A. From Superintendent**
 - B. From Board**
 - C. Announcements**
- XI. Closed Session, Approval of April 28, 2009 Closed Minutes**

Minutes

I. Call to Order

The meeting was called to order by President Anderson at 6:59 p.m.

II. Pledge of Allegiance

III. Roll Call

Members present: William Anderson, Joe Carney, Jay Krause, Cheryl Leach, Beth Minert, Joyce Powers and Greg Rassel.

Also present: Interim Superintendent Riutta, Assistant Superintendent Bolen, Interim Assistant Superintendent Moyer, Attorney Frank Mancuso, staff, press and visitors.

IV. Approval of Agenda

Moved by Rassel, supported by Minert to approve the agenda as presented. Voice vote: 7 ayes. Motion carried.

V. Recognition/Reports

A. Adult and Alternative Education Program

Anne Hubscher, Director of Adult and Alternative Education, presented an overview of the curriculum and also summer work opportunities for the students made available by a grant that was awarded to the department.

VI. Call to the Public

John Conely addressed the board concerning staff reductions.

VII. Old Business

VIII. Consent Agenda

A. Bills of April 3 through April 16, 2009

B. Minutes of April 16, 2009

C. K-5 Writing Curriculum

D. K-5 Social Studies Curriculum

Moved by Leach, supported by Rassel to approve the consent agenda as presented. Voice vote: 7 ayes. Motion carried.

IX. New Business

A. Curriculum

B. Finance

1. Budget Update, 2009/10

Assistant Superintendent Bolen updated the Board on the budget process and the zero based budgeting concept. Ms. Bolen is in the process of meeting with all the stakeholders to develop a balanced budget.

C. Human Resources

1. **Staff Retention Plan** - A Staff Retention Plan was developed by the Leadership Team, the BEA, and the Board Finance and Human Resources Committees. The Staff Retention Plan is a one time only opportunity to offer a teacher who is at the top of the salary scale a lump sum \$15,000 payout to a 403(b). This would allow the district to retain a less senior staff member who would otherwise be placed on layoff and

the district would not incur unemployment costs. This plan would be offered if there was a minimum of eight participants and a maximum of thirty participants. It was recommended that the plan be approved by the Board and the offer extended April 28, 2009 through May 8, 2009.

Moved by Rassel, supported by Carney to approve the Staff Retention Plan as presented. Voice vote: 7 ayes. Motion carried.

2. **Resignations** - Moved by Powers, supported by Rassel to accept the resignations of Nika Schulte and Lori Reinke as presented. Voice vote: 7 ayes. Motion carried.
3. **Resignation, Retirement** - Moved by Leach, supported by Krause to accept the resignation of Baiba Jensen, for retirement purposes, with regret and appreciation for 37 years of service. Voice vote: 7 ayes. Motion carried.
4. **Staff Reductions, Certified Staff** - Due to building reconfigurations and decreased student enrollment, it was recommended that the district layoff 54 certified staff members and provide notice as required by April 30.

Moved by Rassel, supported by Powers to adopt the Resolution to Layoff Certified Staff as presented. Voice vote: 7 ayes. Motion carried.

It is anticipated that some staff members will be recalled at the May 26, 2009 board meeting.

5. **Staff Reduction, Administrative Staff** - Moved by Rassel, supported by Powers to place Debra Higgins, Assistant Principal of Scranton Middle School, on layoff for the 2009/2010 school year. Voice vote: 7 ayes. Motion carried.

D. Other

1. **Elementary Handbook Revisions, First Reading** - Elementary Principal Jack Yates presented the handbook revisions for a first reading. This item will be placed on the May 11 agenda for Board consideration.
2. **High School Handbook Revisions, First Reading** - Mr. Ken Hamman, Principal of Brighton High School presented the revisions to the High School attendance policy. The handbook will include the proposed changes and will be presented at the May 11 meeting for Board consideration.

X. Communications and Reports

A. From Superintendent

1. Mrs. Riutta reported that the district's fleet of 48 buses were inspected by the State Police. Four buses were tagged. Two buses received yellow citations and two buses received red citations. The two red tags were remedied at the time of inspection so were elevated to yellow. On June 8, 2009 the Board will receive a report on the fleet and will also honor the department for their hard work to maintain Brighton's fleet in the best possible condition.
2. The Miller Early Childhood Center will be hosting a farewell Open House for past and present students, families and staff members on May 13 from 4 to 6 pm at Miller.
3. Michigan Leadership Institute has received a total of 17 candidate applications for the Superintendent of Schools position. Consultant Mike Wilmot will met with the Board on April 28 to review the contents of the applications.

B. From Board

C. Announcements

The meeting was adjourned at 8:20 p.m.

Date Approved:

Approved by:

William Anderson, President

Elizabeth Minert, Secretary

(Sheri Lohmiller, Recorder)

Minutes

I. **Call to Order**

The meeting was called to order by President Anderson at 7:03 p.m.

II. **Pledge of Allegiance**

III. **Roll Call**

Members present: William Anderson, Joe Carney, Jay Krause, Cheryl Leach, Beth Minert, Joyce Powers and Greg Rassel.

Also present: Interim Superintendent Riutta, staff, press and visitors.

IV. **Approval of Agenda**

Moved by Leach, supported by Powers to approve the agenda as amended (add Board review of the superintendent profile and the feedback received from the groups that participated in the profile process—Item VI.) Voice vote: 7 ayes. Motion carried.

V. **Call to the Public**

None.

VI. **Review of Profile/Selection Criteria for Superintendent of Schools**

Mr. Mike Wilmot and the Board reviewed the profile and selection criteria for Brighton's next Superintendent of Schools.

The Board also discussed the process that will be used in reviewing each candidate's application materials which will be conducted in closed session.

After reviewing the application materials, the Board will enter open session to determine which candidates will be invited for interviews. After naming the candidates, the Board will discuss questions that will be asked during the first round of interviews. First round interviews will be conducted the week of May 4, 2009. Once first round interviews are conducted the Board will narrow the field of candidates that will be invited for second interviews which will be held the week of May 11, 2009. Site visits will be held the week of May 18. It is anticipated that the Board will hire the superintendent on May 26, 2009.

VII. **Closed Session**

Moved by Rassel, supported by Leach to enter closed session for the purpose of reviewing the contents of employment applications for the Superintendent of Schools position as provided for in the Open Meetings Act. Roll call vote: 7 ayes. Motion carried.

Board entered closed session at 8:02 p.m.

Board entered open session at 8:59 p.m.

VIII. **Selection of Candidates, First Round Interviews**

Moved by Leach, supported by Carney to interview candidates numbered one through five.

Moved by Rassel to add candidate sixteen to the candidate pool. Motion failed for lack of support.

Moved by Krause, supported by Carney to drop candidate four and not add candidate sixteen. Voice vote: 6 ayes, 1 nay - Rassel. Motion carried.

Vote on amended motion: 7 ayes. Motion carried.

The Board will interview candidates William DeFrance, William Eis, Gregory Gray and Richard Weigel on May 4 and 5, 2009.

It was suggested that the Board Finance Committee meet Wednesday, May 6, 2009 at 6:00 p.m. and further, the Board Curriculum Committee meet at 7 pm on May 6 and the Human Resources Committee meet on Monday, May 4 at 4:00 p.m.

The seven topics to be covered in each interview are: Community Relations, Political Awareness, Leadership Attributes, Instruction/Curriculum, Finance/Operations and Staff/Personnel. The Board decided on the questions for each category and each Trustee selected a category for questioning.

Meeting adjourned at 10:01 p.m.

Date Approved:

Approved by:

William Anderson, President

Elizabeth Minert, Secretary

(Sheri Lohmiller, Recorder)

Minutes

I. Call to Order

The meeting was called to order by President Anderson at 6:01 p.m.

II. Pledge of Allegiance

III. Roll Call

Members present: William Anderson, Joe Carney, Jay Krause, Cheryl Leach, Beth Minert, Joyce Powers and Greg Rassel.

IV. Approval of Agenda

Moved by Krause, supported by Leach to approve the agenda as presented. Voice vote: 7 ayes. Motion carried.

V. Call to the Public

None.

VI. Superintendent of Schools, Candidate Interviews

A. Dr. William DeFrance, Superintendent of Eaton Rapids Schools, was interviewed for the position of Superintendent of Schools. A series of questions covering the topics of Community Relations, Political Awareness, Leadership Attributes, Instruction/Curriculum, Finance/Operations and Staff/Personnel was asked.

Meeting recessed at 7:36 p.m.

Meeting reconvened at 7:55 p.m.

B. Mr. Richard Weigel, Assistant Superintendent for Educational Quality for the Ypsilanti Public Schools was interviewed for the position of Superintendent of Schools. A series of questions covering the topics of Community Relations, Political Awareness, Leadership Attributes, Instruction/Curriculum, Finance/Operations and Staff/Personnel was asked.

Meeting adjourned at 9:28 p.m.

Date Approved:

Approved by:

William Anderson, President

Elizabeth Minert, Secretary

(Sheri Lohmiller, Recorder)

Minutes

I. **Call to Order**

The meeting was called to order by President Anderson at 6:02 p.m.

II. **Pledge of Allegiance**

III. **Roll Call**

Members present: William Anderson, Joe Carney, Jay Krause, Cheryl Leach, Beth Minert, Joyce Powers and Greg Rassel.

IV. **Approval of Agenda**

Moved by Rassel, supported by Minert to approve the agenda as presented. Voice vote: 7 ayes. Motion carried.

V. **Call to the Public**

None.

VI. **Superintendent of Schools, Candidate Interviews**

A. Mr. William Eis, Superintendent of Pottsville Schools, was interviewed for the position of Superintendent of Schools. A series of questions covering the topics of Community Relations, Political Awareness, Leadership Attributes, Instruction/Curriculum, Finance/Operations and Staff/Personnel was asked.

Meeting recessed at 7:28 p.m.

Meeting reconvened at 7:40 p.m.

B. Mr. Gregory Gray, Superintendent of Owosso Schools was interviewed for the position of Superintendent of Schools. A series of questions covering the topics of Community Relations, Political Awareness, Leadership Attributes, Instruction/Curriculum, Finance/Operations and Staff/Personnel was asked.

Meeting recessed at 9:10 p.m.

Meeting reconvened at 9:22 p.m.

VII. **Board Discussion to Narrow Field of Candidates**

Each Trustee shared positive attributes of the candidates who were interviewed for the position of Superintendent of Brighton Area Schools.

Candidates William Eis and Gregory Gray were selected for second round interviews.

Each Trustee was asked to submit questions to Mr. Wilmot for inclusion in the second round of interviews.

The Board discussed the development of an employment contract for the Superintendent position.

Mr. Wilmot will contact the district on May 6, 2009 regarding the order in which candidates will be interviewed on May 12 and May 13.

Moved by Minert, supported by Rassel to adjourn. Voice vote: 7 ayes. Motion carried.

Meeting adjourned at 10:18 p.m.

Date Approved:

Approved by:

William Anderson, President

Elizabeth Minert, Secretary

(Sheri Lohmiller, Recorder)

Check Register

Apr 17 through May 1, 2009

BRIGHTON AREA SCHOOLS
ACCTS PAYABLE CHECK REGISTER FOR
04/17/09 THROUGH 05/01/09

CHECK NUMBER	VENDOR NAME	P O #	AMOUNT	ACCOUNT NUMBER	DESCRIPTION	INVOICE DESCRIPTION
203002 ACCT TOTAL	MIDWEST ILLUMINATION	M96144	97581.97 97581.97	4-1-456-6220-000-006-0000	ENERGY PROJ-CONSTR	LIGHT RETROFIT/FINAL
202962 202963 ACCT TOTAL	FOOD SERV STDNT REF FOOD SERV STDNT REF	2 2	23.90 43.40 67.30	2-0-161-0000-000-000-0000	FOOD SALES-PUPILS	ANDREA DEBENEDETTI JUDITH WOLFE
202906 ACCT TOTAL	NEXTEL COMMUNICATIONS	2	19.08 19.08	2-1-297-3410-000-000-0000	TELEPHONE EXP FS	FS/BROWDER CELL
202992 202992 ACCT TOTAL	HOME DEPOT HOME DEPOT	2 2	41.34 95.59 136.93	2-1-297-4120-000-000-0000	REP/MAINT EQUIP FS	FS EQ REPR/PARTS/MAL FS EQ REPR/PARTS/MAL
202874 202874 ACCT TOTAL	HUNGRY HOWIE'S PIZZA HUNGRY HOWIE'S PIZZA	2 2	297.00 275.00 286.00 858.00	2-1-297-5610-000-000-0000	FOOD	FOOD FOOD FOOD
202910 ACCT TOTAL	OFFICE EXPRESS INC	2	143.04 143.04	2-1-297-5910-000-000-0000	OFC SUPP FOOD SVC	OFC SUPP FOOD SVC
202895 ACCT TOTAL	MI CHARTER SERVICE LLC	2	187.50 187.50	2-1-271-4920-000-018-0000	TRAN BASEBALL	BASEBL 4/1 PINCK DEX
202895 ACCT TOTAL	MI CHARTER SERVICE LLC	2	187.50 187.50	2-1-271-4920-000-019-0000	TRAN SPTBALL	SOFTBL 4/1 PINCK DEX
202914 ACCT TOTAL	PESG / PROFESSIONAL ED	2	3114.48 3114.48	2-1-293-3115-000-009-0000	COACH G TENNIS	SPRGCOACH/MARTIN100%
202914 ACCT TOTAL	PESG / PROFESSIONAL ED	2	2489.76 2489.76	2-1-293-3115-000-019-0000	COACH SOFTBALL	SPRING COACHES/50%
202914 ACCT TOTAL	PESG / PROFESSIONAL ED	2	6721.44 6721.44	2-1-293-3115-000-020-0000	COACH B TRACK & FIEL	SPRING COACHES/50%
202914 ACCT TOTAL	PESG / PROFESSIONAL ED	2	8821.89 8821.89	2-1-293-3115-000-021-0000	COACH G TRACK & FIEL	SPRING COACHES/50%

BRIGHTON AREA SCHOOLS
ACCTS PAYABLE CHECK REGISTER FOR
04/17/09 THROUGH 05/01/09

05/01/09

CHECK NUMBER	VENDOR NAME	P O #	AMOUNT	ACCOUNT NUMBER	DESCRIPTION	INVOICE DESCRIPTION
202914	PESG / PROFESSIONAL ED	2	5536.41	2-1-293-3115-000-027-0000	COACH G SOCCER	SPRING COACHES/50%
202914	PESG / PROFESSIONAL ED	2	8731.26			SPRING COACHES/50%
ACCT TOTAL			14267.67			
202997	LIVINGSTON CTY SHERIFF	2	210.00	2-1-293-3191-000-028-0000	SECURITY HOCKEY	HOCK GAME SECUR 2/10
202997	LIVINGSTON CTY SHERIFF	2	210.00			HOCK GAME SECUR 3/7
ACCT TOTAL			420.00			
203025	DENNIS A ZABOROWSKI	2	160.00	2-1-293-4120-000-000-0000	REP/MAINT EQUIP	ATHL WEBSITE UPDATES
ACCT TOTAL			160.00			
202879	JOHN'S SANITATION	113652	450.00	2-1-293-4220-000-000-0000	RENTAL-EQUIP ATHL	ATHL RENTALS 3/1-28
ACCT TOTAL			450.00			
202989	HSBC BUSINESS SOLUTION	2	38.46	2-1-293-5910-000-000-0000	OPC SUP-ATHLETICS	ATHL OFF SUP 4/14
ACCT TOTAL			38.46			
202884	LAKELANDS GOLF &	113672	496.00	2-1-293-5990-000-010-0000	SUP BOYS GOLF	SUP BOYS GOLF
ACCT TOTAL			496.00			
202878	JOHNNY MAC'S SPORTING	112812	1158.00	2-1-293-5990-000-019-0000	SUP SOFTBALL	SUP SOFTBALL
ACCT TOTAL			1158.00			
202883	SHAWN KIND	2	84.30	2-1-293-5992-000-200-0000	SUP STATE MEET EXP	BOWLING 3/6 HOTEL RM
ACCT TOTAL			84.30			
202830	AWARDS & SPECIALTIES	2	200.00	2-1-293-5992-000-300-0000	SUP ATHL MISC	SUP ATHL MISC
ACCT TOTAL			200.00			
203003	MT BRIGHTON SKI & GOLF	2	500.00	2-1-293-7410-000-017-0000	ENTRY FEE SKIING	SKI TEAM LANE FEES
ACCT TOTAL			500.00			
202886	LEWIS PAPER PLACE	113801	78.36	1-1-111-5110-004-000-0000	SPENCER TCH SUP	SPENCER TCH SUP
202886	LEWIS PAPER PLACE	113801	104.92			SPENCER TCH SUP
ACCT TOTAL			183.28			
202869	GENERAL BINDING CORP	111111	324.00	1-1-111-6420-002-000-0000	MILR CAP OUTLAY EQ	MIL LAM MNT-12/15/10
202869	GENERAL BINDING CORP	111111	1350.00			MILL C/O-LAMINATOR
202869	GENERAL BINDING CORP	111111	100.00			MILL LAMIN TRAINING
ACCT TOTAL			1774.00			

BRIGHTON AREA SCHOOLS
ACCTS PAYABLE CHECK REGISTER FOR
04/17/09 THROUGH 05/01/09

CHECK NUMBER	VENDOR NAME	P O #	AMOUNT	ACCOUNT NUMBER	DESCRIPTION	INVOICE DESCRIPTION
202986 ACCT TOTAL	DELL MARKETING L P	113571	500.00 500.00	1-1-111-7911-005-000-0000	HOR MISC EXP UNRESTR	HOR MISC EXP UNRESTR
202917	PEPPER OF DETROIT	104531	24.85	1-1-112-5110-021-038-0000	SCRANT INSTR MUS SUP	SCRANT INSTR MUS SUP
202917	PEPPER OF DETROIT	104531	115.99		SCRANT INSTR MUS SUP	SCRANT INSTR MUS SUP
202917	PEPPER OF DETROIT	104531	79.99		SCRANT INSTR MUS SUP	SCRANT INSTR MUS SUP
202917	PEPPER OF DETROIT	104531	54.54		SCRANT INSTR MUS SUP	SCRANT INSTR MUS SUP
202917	PEPPER OF DETROIT	104531	48.99		SCRANT INSTR MUS SUP	SCRANT INSTR MUS SUP
202917	PEPPER OF DETROIT	104531	65.00		SCRANT INSTR MUS SUP	SCRANT INSTR MUS SUP
202917	PEPPER OF DETROIT	104531	17.49		SCRANT INSTR MUS SUP	SCRANT INSTR MUS SUP
202917	PEPPER OF DETROIT	104531	38.70		SCRANT INSTR MUS SUP	SCRANT INSTR MUS SUP
202917	PEPPER OF DETROIT	104531	10.95		SCRANT INSTR MUS SUP	SCRANT INSTR MUS SUP
202917	PEPPER OF DETROIT	104531	31.94		SCRANT INSTR MUS SUP	SCRANT INSTR MUS SUP
202917	PEPPER OF DETROIT	104531	17.50		SCRANT INSTR MUS SUP	SCRANT INSTR MUS SUP
202917	PEPPER OF DETROIT	104531	461.95		SCRANT INSTR MUS SUP	SCRANT INSTR MUS SUP
202917	PEPPER OF DETROIT	104531	32.11		SCRANT INSTR MUS SUP	SCRANT INSTR MUS SUP
ACCT TOTAL			1000.00			
202904 202904 ACCT TOTAL	NASCO NASCO	112841 100231	356.87 67.90- 288.97	1-1-112-5110-021-046-0000	SCRANTON SCIENCE SUP	SCRANTON SCIENCE SUP
202928 ACCT TOTAL	ROVIN CERAMICS	112391	810.00 810.00	1-1-112-5110-121-010-0000	MALTY ART SUP	MALTY ART SUP
202934 ACCT TOTAL	SKYLINE ENGINEERING	113701	647.99 647.99	1-1-112-5110-121-020-0000	MALTY COMP SUP	MALT COMP/MOTHERBDS
203013 203023 ACCT TOTAL	SCHOOLCRAFT COLLEGE WASHTENAW INTERMEDIATE	1 1	499.00 2925.00 3424.00	1-1-113-3710-031-000-0000	TUITION - HS	WINTRTUITION/RACETTE HS/MI VIRT UNIV/AP
202819 ACCT TOTAL	ALL PRO EXERCISE INC	1	167.50 167.50	1-1-113-4120-031-000-0000	HS CONTR SV EQ REPR	HS/EQ REPR/MAR
202922 202922 ACCT TOTAL	PRECISION DATA PRODUCT PRECISION DATA PRODUCT	114011 114011	148.77 728.39 877.16	1-1-113-5110-031-020-0000	HS COMPUT SUP	HS COMPUT SUP HS COMPUT SUP
202917 202876 ACCT TOTAL	PEPPER OF DETROIT INSTRUMENTALIST	108461 113451	14.99 129.00 143.99	1-1-113-5110-031-038-0000	HS BAND TCH SUP	HS BAND TCH SUP HS BAND TCH SUP

BRIGHTON AREA SCHOOLS
ACCTS PAYABLE CHECK REGISTER FOR
04/17/09 THROUGH 05/01/09

CHECK NUMBER	VENDOR NAME	P O #	AMOUNT	ACCOUNT NUMBER	DESCRIPTION	INVOICE DESCRIPTION
202841	CAROLINA BIOLOGICAL	113981	561.99	1-1-113-5110-031-046-0000	HS SCIENCE TCH SUP	HS SCIENCE TCH SUP
ACCT TOTAL			561.99			
202825	AUDIO ENHANCEMENT	113371	320.00	1-1-122-5110-003-194-0000	LIN SUPPLY RR	LIN SUPPLY RR
ACCT TOTAL			320.00			
202862	ERIC ARMIN INC	113821	42.80	1-1-122-5110-004-160-0000	SPE SUPPLY HI	SPE SUPPLY HI
202913	PCI EDUCATIONAL	113811	47.95			SPE SUPPLY HI
202939	MOSA	1	100.00			SPEN HI/EARMOLDS/MAR
ACCT TOTAL			190.75			
202862	ERIC ARMIN INC	110881	204.47	1-1-122-5110-004-194-0000	SPE SUPPLY RR	SPE SUPPLY RR
202862	ERIC ARMIN INC	110881	28.95			SPE SUPPLY RR
ACCT TOTAL			233.42			
202861	ENABLEMART	113851	199.00	1-1-122-5110-005-194-0000	HOR SUPPLY RR	HOR SUPPLY RR
ACCT TOTAL			199.00			
202861	ENABLEMART	113851	199.00	1-1-122-5110-031-194-0000	BHS SUPPLY RR	BHS SUPPLY RR
ACCT TOTAL			199.00			
202873	HILL'S PRINTING EQUIP-	1	462.25	1-1-127-4120-031-562-0000	MAINT GRAPHICS	GRAPHICS MAINT/APR
ACCT TOTAL			462.25			
202891	M.E./D.E. SUPPLY CO	114031	573.34	1-1-127-5110-031-510-0000	SUPPLIES MARKETING	SUPPLIES MARKETING
ACCT TOTAL			573.34			
202937	STAPLES BUSINESS ADVAN	113761	533.36	1-1-127-5110-031-520-1000	SUPPLIES PARENTHOOD	SUPPLIES PARENTHOOD
202924	REALITYWORKS INC	113601	585.90			SUPPLIES PARENTHOOD
202894	MEIJER INC	113771	161.81			SUPPLIES PARENTHOOD
202866	FILMS MEDIA GROUP	113791	75.95			SUPPLIES PARENTHOOD
202885	LEARNING SEED CO	113781	311.85			SUPPLIES PARENTHOOD
202866	FILMS MEDIA GROUP	113791	74.85			SUPPLIES PARENTHOOD
202866	FILMS MEDIA GROUP	113791	106.95			SUPPLIES PARENTHOOD
ACCT TOTAL			1850.67			
202844	CHILDCRAFT EDUCATION	112321	151.87	1-1-127-5110-031-521-0000	SUPPLIES CHILD CARE	SUPPLIES CHILD CARE
202937	STAPLES BUSINESS ADVAN	113741	331.63			SUPPLIES CHILD CARE
202889	LIVINGSTON ESSENTIAL	1	320.00			CHILD CARE/TOKENS
202844	CHILDCRAFT EDUCATION	112321	59.99			SUPPLIES CHILD CARE
202844	CHILDCRAFT EDUCATION	113751	101.13			SUPPLIES CHILD CARE
ACCT TOTAL			964.62			

BRIGHTON AREA SCHOOLS
ACCTS PAYABLE CHECK REGISTER FOR
04/17/09 THROUGH 05/01/09

05/01/09

CHECK NUMBER	VENDOR NAME	P O #	AMOUNT	ACCOUNT NUMBER	DESCRIPTION	INVOICE DESCRIPTION
202829	AUTO VALUE BRIGHTON	107701	13.77	1-1-127-5110-031-550-0000	SUPPLIES AUTO SHOP	SUPPLIES AUTO SHOP
203015	SNAP-ON INDUSTRIAL	1	199.81		AUTO SHOP SUP 10/29	AUTO SHOP SUP 10/29
202829	AUTO VALUE BRIGHTON	107701	190.18		SUPPLIES AUTO SHOP	SUPPLIES AUTO SHOP
202829	AUTO VALUE BRIGHTON	107701	31.29		SUPPLIES AUTO SHOP	SUPPLIES AUTO SHOP
202829	AUTO VALUE BRIGHTON	107701	112.29		SUPPLIES AUTO SHOP	SUPPLIES AUTO SHOP
202829	AUTO VALUE BRIGHTON	107701	16.14		SUPPLIES AUTO SHOP	SUPPLIES AUTO SHOP
202829	AUTO VALUE BRIGHTON	107701	57.15		SUPPLIES AUTO SHOP	SUPPLIES AUTO SHOP
202829	AUTO VALUE BRIGHTON	107701	10.82		SUPPLIES AUTO SHOP	SUPPLIES AUTO SHOP
202829	AUTO VALUE BRIGHTON	107701	190.18		SUPPLIES AUTO SHOP	SUPPLIES AUTO SHOP
202829	AUTO VALUE BRIGHTON	107701	10.58		SUPPLIES AUTO SHOP	SUPPLIES AUTO SHOP
202829	AUTO VALUE BRIGHTON	107701	7.90		SUPPLIES AUTO SHOP	SUPPLIES AUTO SHOP
202829	AUTO VALUE BRIGHTON	107701	23.40		SUPPLIES AUTO SHOP	SUPPLIES AUTO SHOP
202829	AUTO VALUE BRIGHTON	107701	14.74		SUPPLIES AUTO SHOP	SUPPLIES AUTO SHOP
202829	AUTO VALUE BRIGHTON	107701	28.55		SUPPLIES AUTO SHOP	SUPPLIES AUTO SHOP
202829	AUTO VALUE BRIGHTON	107701	60.01		SUPPLIES AUTO SHOP	SUPPLIES AUTO SHOP
202829	AUTO VALUE BRIGHTON	107701	6.89		SUPPLIES AUTO SHOP	SUPPLIES AUTO SHOP
202829	AUTO VALUE BRIGHTON	107701	39.78		SUPPLIES AUTO SHOP	SUPPLIES AUTO SHOP
202829	AUTO VALUE BRIGHTON	107701	27.69		SUPPLIES AUTO SHOP	SUPPLIES AUTO SHOP
202829	AUTO VALUE BRIGHTON	107701	660.81		SUPPLIES AUTO SHOP	SUPPLIES AUTO SHOP
ACCT TOTAL						
202856	DESMOND PROCESS SUPPLY	107661	258.05	1-1-127-5110-031-562-0000	SUPPLIES GRAPHICS	SUPPLIES GRAPHICS
203004	NAZDAR	1	340.28		GRAPHICS TCH SUP	GRAPHICS TCH SUP
202949	XPEDX	107671	211.75		SUPPLIES GRAPHICS	SUPPLIES GRAPHICS
202949	XPEDX	107671	4.24		LESS DISC	LESS DISC
202949	XPEDX	107671	295.94		SUPPLIES GRAPHICS	SUPPLIES GRAPHICS
202949	XPEDX	107671	350.06		SUPPLIES GRAPHICS	SUPPLIES GRAPHICS
202856	DESMOND PROCESS SUPPLY	107661	80.00		SUPPLIES GRAPHICS	SUPPLIES GRAPHICS
202856	DESMOND PROCESS SUPPLY	107661	658.01		SUPPLIES GRAPHICS	SUPPLIES GRAPHICS
202856	DESMOND PROCESS SUPPLY	107661	911.24		SUPPLIES GRAPHICS	SUPPLIES GRAPHICS
202856	DESMOND PROCESS SUPPLY	107661	273.87		SUPPLIES GRAPHICS	SUPPLIES GRAPHICS
202856	DESMOND PROCESS SUPPLY	107661	3374.96		SUPPLIES GRAPHICS	SUPPLIES GRAPHICS
ACCT TOTAL						
202894	MEIJER INC	112621	59.79	1-1-127-5111-031-520-0000	FOOD CONSUMABLE	FOOD CONSUMABLE
202894	MEIJER INC	112641	15.58		FOOD CONSUMABLE	FOOD CONSUMABLE
ACCT TOTAL			75.37			
202911	OKLAHOMA SCORING SERV-	1	45.40	1-1-132-3110-031-000-3310	HSC CONTR SERV	HSC 2/28 SCORE TESTS
202911	OKLAHOMA SCORING SERV-	1	39.80			HSC 3/31 SCORE TESTS
202839	BRIGHTON INSTIT OF COS	1	556.00			HSC C S/DENKHAUS/FEB
202839	BRIGHTON INSTIT OF COS	1	487.00			HSC C S/DENKHAUS/MAR
202839	BRIGHTON INSTIT OF COS	1	1128.20			
ACCT TOTAL						
202812	ACT	1	5401.96	1-1-212-5990-000-000-0000	GUIDANCE SUP	GUID/PLAN TEST/SOPHO
ACCT TOTAL			5401.96			
203000	MICH COUNCL FOR SOCIAL	1	240.00	1-1-221-3120-000-000-7620	PROF DEV TITLE 2	2/9&10 CNF-HOLOWICKI
ACCT TOTAL			240.00			

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202886	DELL MARKETING L P	113891	1058.54	1-1-221-6420-121-000-0000	CAPOUT SUPRT MAL	MAL C/O-LAPTOP-BRENN
ACCT TOTAL			1058.54			
202836	BRIDGES AUDIO-VISUAL	110301	33.50	1-1-222-4121-001-000-0000	HAW AV REP/MAINT	HAW AV REP/MAINT
ACCT TOTAL			33.50			
202836	BRIDGES AUDIO-VISUAL	1	38.50	1-1-222-4121-003-000-0000	LIN AV REP/MAINT	LIN AV REP/MAINT
202836	BRIDGES AUDIO-VISUAL	1	203.50			LIN AV REP/MAINT
ACCT TOTAL			242.00			
202836	BRIDGES AUDIO-VISUAL	1	51.00	1-1-222-4121-031-000-0000	BHS AV REP/MAINT	BHS AV REP/MAINT
202836	BRIDGES AUDIO-VISUAL	1	41.00			BHS AV REP/MAINT
ACCT TOTAL			92.00			
202836	BRIDGES AUDIO-VISUAL	110681	38.50	1-1-222-4121-121-000-0000	MAL AV REP/MAINT	MAL AV REP/MAINT
202836	BRIDGES AUDIO-VISUAL	110681	38.50			MAL AV REP/MAINT
202836	BRIDGES AUDIO-VISUAL	110681	38.50			MAL AV REP/MAINT
ACCT TOTAL			115.50			
202839	THRUN LAW FIRM P C	1	4012.13	1-1-231-3170-000-000-0000	BD-LEGAL SERVICES	LEGAL SERV/GENERAL
202839	THRUN LAW FIRM P C	1	44.20			LEGAL/WORK CONDIT GR
202839	THRUN LAW FIRM P C	1	4411.45			LEGAL/PRE PERIOD GR
202839	THRUN LAW FIRM P C	1	344.38			LEGAL/JUST CAUSE ARB
202839	THRUN LAW FIRM P C	1	1252.00			LEGAL/CIVIL RIGHTS
202839	THRUN LAW FIRM P C	1	66.00			LEGAL/TS DISCHRG ARB
202892	MCCRIRIE & CAMERON	1	25.00			LEGAL SERV/MISC/MAR
202892	MCCRIRIE & CAMERON	1	50.00			LEGAL/CELL TOWER/MAR
202892	MCCRIRIE & CAMERON	1	125.00			LEGAL/BUS GARAGE INQ
ACCT TOTAL			10330.16			
202994	IKON OFFICE SOLUTIONS	703611	31.60	1-1-232-4120-000-000-0000	SUP OFC-REP/MAINT EQ	SUPT 12/12-3/11USAGE
ACCT TOTAL			31.60			
203008	PITNEY BOWES (LEASE)	1	834.00	1-1-232-4220-000-000-0000	SUPR OFC-RENTAL EQ	BDMETERLEASE/JAN-MAR
ACCT TOTAL			834.00			
202943	UPS	108431	19.17	1-1-241-3430-031-000-0000	HS POSTAGE	HS 3/20 PLAN SCORING
202944	U S POSTMASTER	1	5000.00			HS POSTAGE MEYER
ACCT TOTAL			5019.17			
202806	NEXTEL COMMUNICATIONS	1	19.08	1-1-241-4120-021-000-0000	SCRANT EQ R/M PRIN	SCR/NISBET CELL
ACCT TOTAL			19.08			

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202906 ACCT TOTAL	NEXTEL COMMUNICATIONS	1	69.95 69.95	1-1-241-4120-031-000-0000	HS EQ R/M PRIN	HS/SAUNDERS PHONE
203008 ACCT TOTAL	PITNEY BOWES (LEASE)	108541	810.00 810.00	1-1-241-4220-031-000-0000	HS-EQUIPT RENTAL	HSMETERLEASE/JAN-MAR
202931 ACCT TOTAL	SEHI COMPUTER PRODUCTS	113631	264.23 264.23	1-1-241-5910-021-000-0000	SCRANT OFFICE SUP	SCR OFF PRNTR MNTKIT
202860 ACCT TOTAL	E & R BINDERY SERVICES	1	237.00 237.00	1-1-241-7910-031-000-0000	HS MISC EXP	HS CURR GUIDE
203019 203019 ACCT TOTAL	UPS STORE UPS STORE	1 1	43.54 30.84 74.38	1-1-249-3430-031-000-0000	HSC POSTAGE	HSC POSTAGE 2/9-28 HSC POSTAGE 3/5-25
203024 203024 202982 ACCT TOTAL	WAYNE COUNTY REGIONAL WAYNE COUNTY REGIONAL AMERICAN DATA SECURITY	1 1 1	14.99 15.61 45.00 75.60	1-1-252-4910-000-000-0000	BSO CONT SVC OTHER	MICROFICHE PAYROLL MICROFICHE PAYROLL BECC DESTRUCTION 4/1
203024 203024 203021 202910 202922 202910 202910 202910 202910 202910 202910 202910 202910 ACCT TOTAL	WAYNE COUNTY REGIONAL WAYNE COUNTY REGIONAL UNIVERSITY OF ILLINOIS OFFICE EXPRESS INC PRECISION DATA PRODUCT OFFICE EXPRESS INC OFFICE EXPRESS INC OFFICE EXPRESS INC OFFICE EXPRESS INC OFFICE EXPRESS INC OFFICE EXPRESS INC OFFICE EXPRESS INC OFFICE EXPRESS INC	1 1 1 108591 1 108591 108591 108591 108591 108591 108591 108591 108591	20.00 111.60 60.00 10.84 136.00 54.99- 42.99 60.68- 45.00 8.94 8.94- 195.99 150.72 204.50 82.99 944.96	1-1-252-5910-000-000-0000	BSO - SUPPLIES	BUS OFF SUP/1099&ENV BUS OFF SUP/W2/S&ENV JRNLED FIN SCRIP/MB BSO - SUPPLIES BUS OFF/4 FAX TONER BSO - SUPPLIES BSO - SUPPLIES BSO - SUPPLIES BSO - SUPPLIES BSO - SUPPLIES BSO - SUPPLIES BUS OFF/ELECT PUNCH BUS OFF/HVY STAPLER BSO - SUPPLIES BSO - SUPPLIES
202906 ACCT TOTAL	NEXTEL COMMUNICATIONS	1	3074.50 3074.50	1-1-261-3410-000-000-0000	TELEPHONE	PHONES-3/10 INV
202906 ACCT TOTAL	NEXTEL COMMUNICATIONS	1	117.48 117.48	1-1-261-3410-000-000-1000	TELEPHONE-TECHNOLOGY TECH/6	PHONES-3/10

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202902	MORRISON INDUSTRIAL EQ	1	150.39	1-1-261-4120-000-0000	EQ REP/MAINT	MNT/HI-LO BATT/BECC
202840	CEI MICHIGAN LLC	108121	379.00			MNT EQ REPR/HRNG
202840	CEI MICHIGAN LLC	108121	288.00			MNT EQ REPR/HRNG
202840	CEI MICHIGAN LLC	108121	376.00			MNT EQ REPR/HRNG
202838	BRIGHTON GLASS	107781	325.98			MNT EQ REPR/SCRN
202835	BOB'S TIRE & AUTO SERV	107771	25.90			MNT EQ REPR/VAN #09
202833	BLOOM ROOFING SYSTEMS	1	2600.00			MNT CONTR SERV/HRNG
202833	BLOOM ROOFING SYSTEMS	1	455.00			MNT CONTR SERV/HS
ACCT TOTAL			4600.27			
202813	ACTION DRAIN CO	1	450.00	1-1-261-4122-000-0000	CONT SERV PLUM	PLUMB CONTR SRV/BECC
202947	WATER TECH INC	108351	66.00			POOL SAMPLES/MAR
202864	FMG CONCRETE CUTTING	113611	435.00			PLUMB CONTR SRV/BECC
202813	ACTION DRAIN CO	1	325.00			PLUMB CONTR SRV/BECC
202815	ADVANCED WATER	107741	881.45			PLUMB CONTRSERV/SALT
ACCT TOTAL			2157.45			
202905	NELSON TRANE	1	1551.28	1-1-261-4123-000-0000	HVAC CONTR SERV	HVAC CONTR SERV/HS
ACCT TOTAL			1551.28			
202938	THESIER EQUIPMENT CO	108291	109.81	1-1-261-4124-000-0000	CONTR SERV GRNDS	CONTR SERV GRNDS
202950	YARDMASTER INC	1	7641.67			SNOW REMOVAL/PMT #5
202814	ADVANCED OCCUPATIONAL	1	36.00			GRNDS-4/2 PHYS-FRESH
202820	AMERI-CONSTRUCTION AND	1	1800.00			AUTOSHOP/CATCH BASIN
ACCT TOTAL			9587.48			
202850	COMISKEY PEST CONTROL	107891	635.00	1-1-261-4125-000-0000	CONT SRV CUSTODIAL	PEST CONTROL/MAR
202946	VEOLIA ES SOLID WASTE	108331	4012.31			RUBBISH&RECYCLE/APR
ACCT TOTAL			4647.31			
202906	NEXTEL COMMUNICATIONS	1	69.95	1-1-261-4127-000-0000	TELEPHONE REF/MAINT	EQUIP CHRGS 3/10
ACCT TOTAL			69.95			
202985	DTE ENERGY	1	18.00	1-1-261-5520-000-0000	ELECTRICITY	HS SIGN 1/30-4/17
202985	DTE ENERGY	1	164.39			7775 DON LEITH DR
202985	DTE ENERGY	1	215.79			750 E MAIN/LITE/ADJ
202854	DTE ENERGY	1	242.00			STREET LIGHTING/MAR
202985	DTE ENERGY	1	418.75			7878 BRIGHTON RD
ACCT TOTAL			1058.93			
202910	OFFICE EXPRESS INC	108171	145.41	1-1-261-5910-000-0000	MAINT OFF SUP	MAINT OFF SUP
202910	OFFICE EXPRESS INC	108171	53.15			MAINT OFF SUP
ACCT TOTAL			198.56			

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202942	TRI-COUNTY CLEANING	1	672.00	1-1-261-5990-000-000-0000	OPERATION SUP	OPER SUP/GLOVES
ACCT TOTAL			672.00			
202940	TOWN AND COUNTRY POOLS	108301	505.00	1-1-261-5991-000-000-0000	POOL SUP	POOL SUP
202824	ARROW MOTOR & PUMP INC	1	57.95			POOL/DOLPHIN PART
202824	ARROW MOTOR & PUMP INC	113711	196.79			POOL/DOLPHIN PART
ACCT TOTAL			759.74			
202981	AIR DESIGN INC	1	42.40	1-1-261-5992-000-000-0000	MAINT SUP	MAINT SUP/SWITCH/HS
202935	SOUND ENGINEERING	113841	107.04			MNT SUP/HILT
202925	ROBERT BROOKE &	108211	381.50			MAINT SUP
202927	ROLISON PRO HARDWARE	108221	22.29			MAINT SUP
202927	ROLISON PRO HARDWARE	108221	14.00			MAINT SUP
202927	ROLISON PRO HARDWARE	108221	22.45			MAINT SUP
202920	PLYMOUTH WAYNE INC	108181	30.39			MAINT SUP-3/27
202992	HOME DEPOT	108041	1737.80			LESS SALES TAX
202981	AIR DESIGN INC	1	2.40			MAINT SUP-2/27
202992	HOME DEPOT	108041	834.72			MAINT SUP
202875	IDN-HARDWARE SALES INC	108061	86.26			MAINT SUP
202875	IDN-HARDWARE SALES INC	108061	52.00			MAINT SUP
202829	AUTO VALUE BRIGHTON	107751	28.30			MAINT SUP
202870	GRAINGER INC	108021	6.58			MAINT SUP
202870	GRAINGER INC	108021	13.62			MAINT SUP
202870	GRAINGER INC	108021	6.81			MAINT SUP
202870	GRAINGER INC	108021	2.12			MAINT SUP
202870	GRAINGER INC	108021	6.81			MAINT SUP
202870	GRAINGER INC	108021	20.43			MAINT SUP
202870	GRAINGER INC	108021	160.02			MAINT SUP
202829	AUTO VALUE BRIGHTON	107751	2.99			MAINT SUP
202829	AUTO VALUE BRIGHTON	107751	69.42			MAINT SUP
202829	AUTO VALUE BRIGHTON	107751	12.39			MAINT SUP
202829	AUTO VALUE BRIGHTON	107751	31.00			MAINT SUP
202829	AUTO VALUE BRIGHTON	107751	24.78			MAINT SUP
202829	AUTO VALUE BRIGHTON	107751	34.16			MAINT SUP
202829	AUTO VALUE BRIGHTON	107751	18.02			MAINT SUP
202829	AUTO VALUE BRIGHTON	107751	9.57			MAINT SUP
ACCT TOTAL			3775.47			
202847	CITY ELECTRIC SUPPLY	107871	92.50	1-1-261-5993-000-000-0000	MAINT ELECT SUP	MAINT ELECT SUP
202936	STANDARD ELECTRIC CO	108271	16.55			MAINT ELECT SUP
202936	STANDARD ELECTRIC CO	108271	118.00			MAINT ELECT SUP
202936	STANDARD ELECTRIC CO	108271	1.18			LESS DISC
202936	STANDARD ELECTRIC CO	108271	113.71			MAINT ELECT SUP
202936	STANDARD ELECTRIC CO	108271	1.14			LESS DISC
202992	HOME DEPOT	108041	21.97			MNT ELECTRICAL-2/27
202847	CITY ELECTRIC SUPPLY	107871	130.52			MAINT ELECT SUP
202847	CITY ELECTRIC SUPPLY	107871	9.80			MAINT ELECT SUP
202847	CITY ELECTRIC SUPPLY	107871	204.18			MAINT ELECT SUP

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202847 ACCT TOTAL	CITY ELECTRIC SUPPLY	107871	65.26 770.17	1-1-261-5993-000-000-0000	MAINT ELECT SUP	MAINT ELECT SUP
202992	HOME DEPOT	108041	122.19	1-1-261-5994-000-000-0000	MAINT SUP PLUMB/HTG	MNT PLUMBING-2/27
202908	NORTHWEST PIPE &	108161	86.85			MAINT SUP PLUMB/HTG
202908	NORTHWEST PIPE &	108161	320.29			MAINT SUP PLUMB/HTG
202908	NORTHWEST PIPE &	108161	173.44			MAINT SUP PLUMB/HTG
202992	HOME DEPOT	108041	208.30			MNT PLUMBING-3/27
202870	GRAINGER INC	108021	128.03			MAINT SUP PLUMB/HTG
202815	ADVANCED WATER	1	1000.00			MNT PLUMB/VALVES/SPN
202855	DELWOOD SUPPLY	107921	248.20			MAINT SUP PLUMB/HTG
202855	DELWOOD SUPPLY	107921	25.50			MAINT SUP PLUMB/HTG
ACCT TOTAL			1965.92			
202831	BIG ACRE STORE	107761	223.44	1-1-261-5995-000-000-0000	MAINT GROUNDS SUP	MNT GRNDS SUP/CHALK
202907	NORTHWEST ENERGY INC	108151	6.00			MNT GRNDS SUP/MAR
202938	THERSTER EQUIPMENT CO	108291	2.86			MAINT GROUNDS SUP
202919	PIONEER MANUFACTURING	1	1242.50			GRNDS SUP/FIELD PAIN
202857	LIVINGSTON COUNTY ROAD	108101	1449.79			GRNDS/SALT/FEB
202992	HOME DEPOT	108041	1161.93			MNT GROUNDS-3/27
202992	HOME DEPOT	108041	366.72			MNT GROUNDS-2/27
ACCT TOTAL			4453.24			
202932	HOME DEPOT	108041	180.04	1-1-261-5996-000-000-0000	HVAC SUP	MAINT HVAC-2/27
202936	STANDARD ELECTRIC CO	108271	61.23			HVAC SUP
202905	NELSON TRANE	113831	286.60			HVAC/AIR MOTOR/SCRN
202948	WILLIAMS DISTRIBUTING	110761	53.09			HVAC SUP
202992	HOME DEPOT	108041	198.15			MAINT HVAC-3/27
202870	GRAINGER INC	108021	50.47			HVAC SUP
202870	GRAINGER INC	108021	50.47			HVAC SUP
202855	DELWOOD SUPPLY	113471	1093.64			BOILER FREQ DRIV/HAW
202859	DOWNRIVER REFRIGERAT-	107931	91.01			HVAC SUP
202859	DOWNRIVER REFRIGERAT-	113641	634.95			HVAC SUP/HILT
202863	ETNA SUPPLY COMPANY	1	72.00			HVAC SUP
ACCT TOTAL			2771.65			
203014	BOB SMITH INC	1	459.75	1-1-271-4130-000-000-0000	BUS REPAIR	BUS REPR/STEPWELL
203014	BOB SMITH INC	1	459.75			BUS REPR/STEPWELL
ACCT TOTAL			919.50			
202814	ADVANCED OCCUPATIONAL	1	36.00	1-1-271-4911-000-000-0000	TRANS CONTR SERV	PHYS 2/24 D LAMBERT
ACCT TOTAL			36.00			
202857	DIESEL EQUIPMENT SALES	106621	145.73	1-1-271-5730-000-000-0000	BUS REPR PARTS	BUS REPR PARTS
202899	MIDWEST TRANSIT EQUIP-	1	266.60			BUS REPR PARTS

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202899	MIDWEST TRANSIT EQUIP-	1	134.58	1-1-271-5730-000-000-0000	BUS REPR PARTS	BUS REPR PARTS
202829	AUTO VALUE BRIGHTON	106591	4.99		BUS REPR PARTS	BUS REPR PARTS
202857	DIESEL EQUIPMENT SALES	106621	101.96		BUS REPR PARTS	BUS REPR PARTS
202857	DIESEL EQUIPMENT SALES	106621	284.38		BUS REPR PARTS	BUS REPR PARTS
202857	DIESEL EQUIPMENT SALES	106621	685.94		BUS REPR PARTS	BUS REPR PARTS
202857	DIESEL EQUIPMENT SALES	106621	261.04		BUS REPR PARTS	BUS REPR PARTS
202857	DIESEL EQUIPMENT SALES	106621	437.12		BUS REPR PARTS	BUS REPR PARTS
202829	AUTO VALUE BRIGHTON	106591	23.38		LESS DISC	BUS REPR PARTS
202995	KIMBALL MIDWEST	106641	30.42		BUS REPR PARTS	BUS REPR PARTS
202995	AUTO VALUE BRIGHTON	106591	671.03		BUS REPR PARTS	BUS REPR PARTS
202829	AUTO VALUE BRIGHTON	106591	65.26		BUS REPR PARTS	BUS REPR PARTS
202829	AUTO VALUE BRIGHTON	106591	32.63		BUS REPR PARTS	BUS REPR PARTS
202829	AUTO VALUE BRIGHTON	106591	7.59		BUS REPR PARTS	BUS REPR PARTS
202829	AUTO VALUE BRIGHTON	106591	68.05		BUS REPR PARTS	BUS REPR PARTS
202829	AUTO VALUE BRIGHTON	106591	64.56		BUS REPR PARTS	BUS REPR PARTS
202829	AUTO VALUE BRIGHTON	106591	9.52		BUS REPR PARTS	BUS REPR PARTS
ACCT TOTAL			3104.82			
202910	OFFICE EXPRESS INC	107641	141.47	1-1-271-5910-000-000-0000	BUS OFF SUP	TRANSP OFF SUP
ACCT TOTAL			141.47			
202949	XPEDX	107681	249.68	1-1-282-5990-000-000-0000	PRINT PUBL SUP	PRINT PUBL SUP
ACCT TOTAL			249.68			
202821	AMERICAN ARBITRATION	1	75.00	1-1-283-3190-000-000-0000	HR CONTR SERV	HEARING POSTPONE/BEA
202821	AMERICAN ARBITRATION	1	200.00			ADMFFB/BESPA/STEWART
ACCT TOTAL			275.00			
202814	ADVANCED OCCUPATIONAL	1	66.00	1-1-283-3192-000-000-0000	HEALTH TESTING	HEB B VAC 2/24
ACCT TOTAL			66.00			
202910	OFFICE EXPRESS INC	1	156.90	1-1-283-5910-000-000-0000	HR SUP	HR OFF SUP
ACCT TOTAL			156.90			
202877	INTERNATIONAL WIRE &	1	258.39	1-1-284-5910-000-000-0000	SUPPLY - TECHNOLOGY	TECH SUP/PATCHCORDS
ACCT TOTAL			258.39			
202994	IKON OFFICE SOLUTIONS	1	4484.14	1-2-192-0000-000-000-0000	PREPAID EXPENSES	OVERAGE/JAN-MAR/ALL
202990	HSBC BUSINESS SOLUTION	113661	21411.60			WHITE COPY PAPER/840
ACCT TOTAL			25895.74			
203020	U S POSTMASTER	1	3000.00	1-2-192-1000-000-000-0000	PREPAID - POSTAGE	BULK MAIL DEP 4/09
ACCT TOTAL			3000.00			

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202900	MONROE FINANCIAL	1	22.78	1-2-451-0500-000-000-0000	GARNISHMENT	GARNISHMENT 4/24
203016	TARGET NATIONAL BANK	1	211.18			GARNISH W/H 4/10
203016	TARGET NATIONAL BANK	1	211.18			GARNISHMENT W/H 4/24
202858	DISCOVER BANK	1	483.86			GARNISHMENT 4/24
202842	KRISPEN S CARROLL	1	439.48			CHAPTER 13 W/H 4/24
ACCT TOTAL			1368.48			
202896	MI ED SPECIAL SERVICES	1	37826.92	1-2-451-0600-000-000-0000	MESSA INS-FRINGE	APR MESSA INSUR
202896	MI ED SPECIAL SERVICES	1	551009.31			APR MESSA INSUR
ACCT TOTAL			588836.23			
202983	BLUE CARE NETWORK OF	1	2433.24	1-2-451-0640-000-000-0000	BLUE CARE-FRINGE	MAY BCN INSUR
ACCT TOTAL			2433.24			
202987	DELTA DENTAL	1	1871.54	1-2-451-0800-000-000-0000	MESSA INS-PR	DELTA DENTAL/APR
ACCT TOTAL			1871.54			
202897	MI EDUCATORS FINANCIAL	1	1351.60	1-2-451-0805-000-000-0000	GTL- EMPLOYEE POLICY	APR-MAY GTL LIFE INS
ACCT TOTAL			1351.60			
202983	BLUE CARE NETWORK OF	1	2433.24	1-2-451-0808-000-000-0000	BLUE CARE - PR	MAY BCN INSUR
ACCT TOTAL			2433.24			
202998	LIVINGSTON CTY UNITED	1	899.08	1-2-451-0850-000-000-0000	UNITED WAY	APR UNITED WAY
ACCT TOTAL			899.08			
202952	COMM ED CLASS REFUND	2	67.00	2-0-181-1000-000-000-0000	ENRICHMENT FEES	MARY ANN WROUBEL
ACCT TOTAL			67.00			
202951	COMM ED CLASS REFUND	2	15.00	2-0-181-2300-000-000-0000	SWIM LESSONS	LAURA STRONG
ACCT TOTAL			15.00			
202979	SENIOR CENTER REFUND	2	35.42	2-0-181-4200-000-000-0000	SEN CTR TRAVEL/TRIPS	SHIRLEY LAWHEAD
202974	SENIOR CENTER REFUND	2	50.00			ROBERT DUDLEY
202975	SENIOR CENTER REFUND	2	25.00			LORAIN LEE
202976	SENIOR CENTER REFUND	2	25.00			ODETTE REMSING
202977	SENIOR CENTER REFUND	2	25.00			PAT ROESKE
202978	SENIOR CENTER REFUND	2	25.00			BERYL WILT
ACCT TOTAL			185.42			
202843	MICHAEL J CEMAZAR	2	6395.00	2-1-137-3110-000-000-0000	CONTR SERV ENRICH	HOME INSP 2/18-3/4

BRIGHTON AREA SCHOOLS
ACCTS PAYABLE CHECK REGISTER FOR
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CHECK NUMBER	VENDOR NAME	P O #	AMOUNT	ACCOUNT NUMBER	DESCRIPTION	INVOICE DESCRIPTION
203022	LAURA K WALSH	2	30.00	2-1-137-3110-000-0000	CONTR SERV ENRICH	ORIGAMI 3/6
202901	MONTE NAGLER PHOTO-	2	840.00			PHOTOG 3/17-3/24
202926	CONSTANCE A ROBINSON	2	1069.20			FTN FEVER 1/20-3/24
202932	SHEAR INNOVATORS	2	565.00			GIAT 1/12-3/27
202988	FINANCIAL CENTER LLC	2	568.40			RETIRE PLAN 3/21&24
202845	RENEE CHODKOWSKI	2	765.80			COOKING FF 3/6
202880	MARIE C KENNEDY	2	79.00			PLAYMUSIC PLUS 2
202872	HIGH FLYERS EDUCATIONL	2	1134.00			GYMNAS 2/17-4/25
202818	AFTER SCHOOL GOLF	2	360.00			JR GOLF 3/12-4/16
ACCT TOTAL			12006.40			
203007	PITNEY BOWES INC	2	140.25	2-1-311-3430-000-0000	C S POSTAGE	CE METER/APR-JUN
ACCT TOTAL			140.25			
202846	CINTAS CORP	2	31.75	2-1-311-7910-000-0000	C S MISC EXPENSE	CE FLOOR MATS/APR
ACCT TOTAL			31.75			
202817	AFFINETY SOLUTIONS INC	2	675.32	2-1-311-7914-000-000-0000	CS ON-LINE FEES	CS ON-LINE FEES MARC
ACCT TOTAL			675.32			
202853	CRISTIN R CUMBERLAND	2	330.00	2-1-321-3110-000-0000	SWIM CONTR SERV	H2O AEROBICS THRU 4/
ACCT TOTAL			330.00			
202822	AMERICAN AWARDS &	2	72.00	2-1-321-5990-000-000-0000	SWIM SUPPLIES	SWIM SUPPLIES
202837	BRIGHTON BELS SWIM	2	1059.82			CE SWIM/DUES&MISC
ACCT TOTAL			1131.82			
202837	BRIGHTON BELS SWIM	2	900.00	2-1-321-7910-000-000-0000	SWIM MISC	CE SWIM/DUES&RIBBONS
ACCT TOTAL			900.00			
203017	THEATRE A GO GO INC	2	5100.00	2-1-331-3190-000-000-0000	PROFSVC-PERFORM	CE 5/16 QUEEN BINGO
ACCT TOTAL			5100.00			
202865	FARMINGTON COMMUNITY	2	125.00	2-1-331-3510-000-000-0000	ADVERTISING PAC	REPL 10/24 CK#198776
ACCT TOTAL			125.00			
203005	PDQ / BUSINESS IMAGING	2	36.48	2-1-331-3610-000-000-0000	PRINTING PAC	BCPA/CIRQUE PROG
203005	PDQ / BUSINESS IMAGING	2	22.93			BCPA/WILD SWAN PROG
203005	PDQ / BUSINESS IMAGING	2	71.56			BCPA/ MALE INTEL PRO
ACCT TOTAL			130.97			

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CHECK NUMBER	VENDOR NAME	P O #	AMOUNT	ACCOUNT NUMBER	DESCRIPTION	INVOICE DESCRIPTION
202816	AERIAL ENTERPRISES INC	2	1700.00	2-1-331-4220-000-000-0000	EQUIP RENTAL PA CNTR BCFA 4/25 SOUND EQ	
ACCT TOTAL			1700.00			
202846	CINTAS CORP	2	62.81	2-1-331-7910-000-000-0000	MISC EXP PAC	BCFA FLOOR MATS/MAR
202930	SEAT ADVISOR CORP	2	322.50			BCFA/SALES-JAN
202930	SEAT ADVISOR CORP	2	72.25			BCFA/SALES-FEB
202846	CINTAS CORP	2	31.75			CE FLOOR MATS/MAR
202846	CINTAS CORP	2	62.81			BCFA FLOOR MATS/APR
ACCT TOTAL			552.12			
202869	GENERAL BINDING CORP	112112	704.00	2-1-351-5990-000-000-0000	TOT SPOT SUPPLIES	TOTSPOT SUP/LAM FILM
202869	GENERAL BINDING CORP	112112	247.36			TS/LAM FILM OVRCHRG
ACCT TOTAL			456.64			
203005	PDQ / BUSINESS IMAGING	2	378.27	2-1-391-3610-000-000-0000	SR CEN PRINT/PUB	SEN CTR/APR NEWSLETT
203005	PDQ / BUSINESS IMAGING	2	296.10			SR CTR/MAR NEWSLETT
ACCT TOTAL			674.37			
202871	HARTLAND SENIOR CENTER	2	360.00	2-1-391-4910-000-000-0000	TRAVEL/TRIPS SR CTR	SR CTR 2/24-MTR CITY
ACCT TOTAL			360.00			
202937	STAPLES BUSINESS ADVAN	2	65.97	2-1-391-5910-000-000-0000	OFC SUPP SR CEN	SR CTR OFF SUP
202937	STAPLES BUSINESS ADVAN	2	17.79			SR CTR OFF SUP
ACCT TOTAL			83.76			
202888	LIV CTY SENIOR NUTRI-	2	18.00	2-1-391-5991-000-000-0000	BOARD SUPPLY SR CTR	SR B-DAY LUNCH FEB
202888	LIV CTY SENIOR NUTRI-	2	15.00			SR B-DAY LUNCH/MAR
202852	CULLIGAN WATER	2	35.50			SR CTR APRIL WATER
ACCT TOTAL			68.50			
202917	PEPPER OF DETROIT	6	22.94	6-2-431-1410-021-000-0000	SCR BAND	SCR BAND 2/17
202917	PEPPER OF DETROIT	6	5.00			SCR BAND 2/17
202917	PEPPER OF DETROIT	6	5.00			SCR BAND 2/17
202917	PEPPER OF DETROIT	6	23.99			SCR BAND 2/18
202917	PEPPER OF DETROIT	6	60.00			SCR BAND 3/11
202917	PEPPER OF DETROIT	6	10.00			SCR BAND
202917	PEPPER OF DETROIT	6	33.88			SCR BAND
202917	PEPPER OF DETROIT	6	45.00			SCR BAND
ACCT TOTAL			205.81			
203001	MIDLAND FUND RAISING	6	4216.33	6-2-431-1810-004-000-0000	SPE CAMP - 5TH GRADE SPN 5TH CAMP FDRAISE	
ACCT TOTAL			4216.33			

BRIGHTON AREA SCHOOLS
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CHECK NUMBER	VENDOR NAME	P O #	AMOUNT	ACCOUNT NUMBER	DESCRIPTION	INVOICE DESCRIPTION
203009 ACCT TOTAL	RECORDING FOR BLIND	6	35.00 35.00	6-2-431-1810-006-000-0000	HIL CAMP-5TH GRADE	HILT/MEMBER/BARAVIK
202894 202894 202894 202894 ACCT TOTAL	MEIJER INC MEIJER INC MEIJER INC MEIJER INC	113236 113246 113246 113256	101.02 85.71 2.16- 99.51 284.08	6-2-431-1950-031-000-0000	BHS CHILD CARE	BHS CHILD CARE BHS CHILD CARE LESS SALES TAX BHS CHILD CARE
202921 202903 ACCT TOTAL	PRECIOUS MEMORIES MUCKLES ENTERTAINMENT	6 6	200.00 400.00 600.00	6-2-431-2010-031-000-0000	BHS CLASS OF 2010	HS 5/16 PROM PHOTOS HS 5/16 PROM DJ/BAL
202823 ACCT TOTAL	AMERICAN RED CROSS	6	1297.00 1297.00	6-2-431-2012-031-000-0000	BHS CLASS OF 2012	HS FRESHMAN AUCTION
202832 203012 203012 203012 203012 ACCT TOTAL	BIOLOGICAL RESEARCH SCHOLASTIC INC SCHOLASTIC INC SCHOLASTIC INC SCHOLASTIC INC	112906 6 6 6 6	89.29 54.23- 43.38 21.69 2.38- 97.75	6-2-431-2120-006-000-0000	HIL CLASS-2ND GRADE	HIL 2ND/SHEEP EYES HIL 2ND-1/4/08 CR HIL 2ND-11/6/08 INV HIL 2ND-11/24/08 INV CR TO BAL 1/09 SINT
202973 ACCT TOTAL	PARENT REIMBURSEMENT	6	23.68 23.68	6-2-431-2140-004-000-0000	SPE CLASS -4TH GRADE	GRGANA VAILLIENCOURT
202959 202955 ACCT TOTAL	DAMAGE DEPOSIT REF DAMAGE DEPOSIT REF	6 6	20.65 33.54 54.19	6-2-431-2210-021-000-0000	SCR DAMAGE BOOKS	TYLER MORRIS HALEY BANAS
202960 202956 202957 202958 202953 ACCT TOTAL	DAMAGE DEPOSIT REF DAMAGE DEPOSIT REF DAMAGE DEPOSIT REF DAMAGE DEPOSIT REF DAMAGE DEPOSIT REF	6 6 6 6 6	25.00 28.47 28.35 11.50 25.00 118.32	6-2-431-2210-031-000-0000	BHS DAMAGE DEP-BOOKS	JANE SCARLETT BRENDA BROOKS DOUGLAS DUTTON BETH FESKORN ALEXANDRIA BLEVINS
202954 202961 ACCT TOTAL	DAMAGE DEPOSIT REF DAMAGE DEPOSIT REF	6 6	29.00 25.00 54.00	6-2-431-2210-121-000-0000	MAL DAMAGE BOOKS	ALLIA AWAD NATALIE PROBST
203033 ACCT TOTAL	PARENT REIMBURSEMENT	6	357.20 357.20	6-2-431-2300-031-000-0000	BHS DECA	DOUGLAS CAMPBELL

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CHECK NUMBER	VENDOR NAME	P O #	AMOUNT	ACCOUNT NUMBER	DESCRIPTION	INVOICE DESCRIPTION
202860	E & R BINDERY SERVICES	6	197.50	6-2-431-2520-031-000-0000	BHS DRAMA/MUSICAL	HS DRAMA/OKLAHOMA
ACCT TOTAL			197.50			
202969	MISC EXP	6	287.87	6-2-431-2525-031-000-0000	BHS DRAMA/PLAY	ERICA OVERHOLT
ACCT TOTAL			287.87			
202894	MEIJER INC	112876	48.82	6-2-431-3910-031-000-0000	BHS HIGH SCHOOL	BHS HIGH SCHOOL
202894	MEIJER INC	112876	1.29-			LESS SALES TAX
ACCT TOTAL			47.53			
203032	PARENT REIMBURSEMENT	6	68.89	6-2-431-4025-031-000-0000	BHS HONORS BANQUET	MARGARET SCHRODER
ACCT TOTAL			68.89			
202993	HOME DEPOT	6	54.00	6-2-431-4250-121-000-0000	MAL INDUSTRIAL ARTS	MALT IND ARTS 2/13
202993	HOME DEPOT	6	13.77			MALT IND ARTS 3/11
202993	HOME DEPOT	6	58.32			MALT IND ARTS 2/7
202993	HOME DEPOT	6	36.00			MALT IND ARTS 2/12
ACCT TOTAL			162.09			
202964	MEDIA-LOST BOOK REF	6	12.95	6-2-431-5850-002-000-0000	MIL MEDIA CENTER	LEANNA QULLAN
ACCT TOTAL			12.95			
202851	CRIZMAC	111886	293.17	6-2-431-5900-001-000-0000	HAW MISCELLANEOUS	HAW MISCELLANEOUS
202929	SAX ARTS & CRAFTS	112026	738.82			HAW MISCELLANEOUS
202929	SAX ARTS & CRAFTS	112026	166.53			HAW MISCELLANEOUS
202851	CRIZMAC	111886	15.95			HAW MISCELLANEOUS
202851	CRIZMAC	111886	16.95			HAW MISCELLANEOUS
ACCT TOTAL			1231.42			
202986	DELL MARKETING L P	113576	368.59	6-2-431-6131-005-000-0000	HOR MUSIC-	HRN MUSIC/OATES
ACCT TOTAL			368.59			
203027	MISC EXP	6	27.68	6-2-431-6250-031-000-0000	BHS NAT'L HON SOC	RHONDA CHAPLIN
203028	MISC EXP	6	32.20			DWAINE KAISER
203029	MISC EXP	6	38.46			MEGAN WALTERS
203030	MISC EXP	6	51.96			LAUREN WILTSEY
203031	MISC EXP	6	53.47			BROOKE SHELTON
ACCT TOTAL			203.77			
202996	LANSING LUGNUTS	6	187.00	6-2-431-6710-003-000-0000	LIN OFFICE	LIN 5/8 FAM NITE-23
ACCT TOTAL			187.00			

BRIGHTON AREA SCHOOLS
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CHECK NUMBER	VENDOR NAME	P O #	AMOUNT	ACCOUNT NUMBER	DESCRIPTION	INVOICE DESCRIPTION
202874 ACCT TOTAL	HUNGRY HOWIE'S PIZZA	103656	16.50 16.50	6-2-431-6710-004-000-0000	SPE OFF EXPENDITURES	SPN PIZZA 3/27
202874 ACCT TOTAL	HUNGRY HOWIE'S PIZZA	113326	27.50	6-2-431-7130-006-000-0000	HIL PICTURES	HIL PIZZAS 12/15
	HUNGRY HOWIE'S PIZZA	113946	38.50 66.00			HIL PIZZA 4/2
202923 ACCT TOTAL	RAYMOND GEDDES & CO	6	148.68 148.68	6-2-431-7850-021-000-0000	SCR SCHOOL STORE	SCR SCHOOL STORE
202941 ACCT TOTAL	TREPCO SALES CO	6	955.78	6-2-431-7850-031-000-0000	BHS SCHOOL STORE	HS STORE/CANDY/MAR
202912	OTIS SPUNKMEYER INC	6	108.47			HS STORE/COOKIES/FEB
202912	OTIS SPUNKMEYER INC	6	182.46			HS STORE/COOKIES/MAR
202912 ACCT TOTAL	OTIS SPUNKMEYER INC	6	182.46 1429.17			HS STORE/COOKIES/MAR
202841 ACCT TOTAL	CAROLINA BIOLOGICAL	113996	531.02 531.02	6-2-431-7870-031-000-0000	BHS SCIENCE FUND	BHS SCIENCE FUND
202894 ACCT TOTAL	MEIJER INC	113056	26.12 26.12	6-2-431-8080-031-000-0000	BHS SPECIAL ED	BHS SPECIAL ED
202970 ACCT TOTAL	MISC EXP	6	100.00 100.00	6-2-431-8140-031-000-0000	BHS STAFF FLOWER FD	ST GEORGE LUTH CHRCH
202965 ACCT TOTAL	MISC EXP	6	200.00	6-2-431-8160-031-000-0000	BHS STUDENT COUNCIL	GABRIELLE DUDLEY
202894	MEIJER INC	113926	168.09			BHS STUDENT COUNCIL
202918	PINCNEY COMMUNITY	6	90.88			HS11/18 KLAS-LIVONIA
202966	MISC EXP	6	100.00			KATE MCWICHEN
202967	MISC EXP	6	100.00			JESSICA PRATT
202968 ACCT TOTAL	MISC EXP	6	100.00 758.97			BROOKE SHELTON
203026 ACCT TOTAL	MISC EXP	6	500.00 500.00	6-2-431-8705-000-000-0000	ATH BSKTEALL-BOYS	ROMULUS BASKETBALL
202984 ACCT TOTAL	CHEROKEE CARPET &	6	195.43	6-2-431-8706-000-000-0000	ATH BSKTEALL-GIRLS	ATH BSKTEALL-GIRLS
	CHEROKEE CARPET &	6	10.86- 184.57			LESS SALES TAX
202972	PARENT REIMBURSEMENT	6	57.24	6-2-431-8710-000-000-0000	ATH CHEERLEADING	DARLENE SLADEWSKI

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CHECK NUMBER	VENDOR NAME	P O #	AMOUNT	ACCOUNT NUMBER	DESCRIPTION	INVOICE DESCRIPTION
202830	AWARDS & SPECIALTIES	6	533.50	6-2-431-8710-000-0000	ATH CHEERLEADING	ATH CHEERLEADING
202882	KENSINGTON VALLEY VAR-	6	140.00			ATH CHEER/T-SHIRTS
202848	CLORE'S FLORISTS &	6	47.50			ATH CHEER 3/19
ACCT TOTAL			778.24			
202890	LOON LAKE LUTHERAN	6	480.00	6-2-431-8715-000-000-0000	ATH XCNTY-BOYS	ATH/CC CAMP 8/3-7
ACCT TOTAL			480.00			
202898	MICH INTERSCHOL GOLF	6	234.00	6-2-431-8731-000-000-0000	ATH GOLF-GIRLS	G GOLF 5/7-9 MILLER
ACCT TOTAL			234.00			
202881	KENSINGTON VALLEY ICE	6	15332.50	6-2-431-8740-000-000-0000	ATH HOCKEY	HOCK/PRACTIC/OCT-MAR
ACCT TOTAL			15332.50			
202945	UNIQUE LASER ART	6	229.50	6-2-431-8750-000-000-0000	ATH POM POM	ATH POM/JV AWARDS
ACCT TOTAL			229.50			
203018	TOTAL SPORTS COMPLEX	6	900.00	6-2-431-8771-000-000-0000	ATH SOCCER-GIRLS	G SOCCR/FILD RENT/MAR
ACCT TOTAL			900.00			
203006	PERFORMANCE CREATIVE	6	75.00	6-2-431-8775-000-000-0000	ATH SOFTBALL	ATH SOFTBL/BANNER
ACCT TOTAL			75.00			
202933	SIGNS BY TOMORROW	6	180.00	6-2-431-8780-000-000-0000	ATH SWIM BOYS	ATH SWIM BOYS
202822	AMERICAN AWARDS &	6	400.75			ATH SWIM BOYS
ACCT TOTAL			580.75			
202989	HSBC BUSINESS SOLUTION	6	199.60	6-2-431-8790-000-000-0000	ATH TRACK-BOYS	ATH TRACK 4/14
202867	FIRST TO THE FINISH	112866	1745.21			ATH TRACK-BOYS
202834	BLUE STAR SPORTSWEAR	113696	192.45			ATH TRACK-BOYS
ACCT TOTAL			2137.26			
202830	AWARDS & SPECIALTIES	6	169.00	6-2-431-8792-000-000-0000	ATHL TRACK -MS	ATHL TRACK -MS
ACCT TOTAL			169.00			
202868	FOOTPRINTS SPORTSWEAR	6	3320.05	6-2-431-8792-021-000-0000	SCR TRACK	SCR TRACK WEAR
ACCT TOTAL			3320.05			
202980	ADVANCED TEX SCREEN	6	2803.21	6-2-431-8792-121-000-0000	MAL TRACK	MAL TRACK
202980	ADVANCED TEX SCREEN	6	153.63			LESS SALES TAX
ACCT TOTAL			2649.58			

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ACCTS PAYABLE CHECK REGISTER FOR
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CHECK NUMBER	VENDOR NAME	P O #	AMOUNT	ACCOUNT NUMBER	DESCRIPTION	INVOICE DESCRIPTION
202984	CHEROKEE CARPET &	6	184.57	6-2-431-8795-000-000-0000	ATH VOLLEYBALL	ATH VOLLEYBALL
ACCT TOTAL			184.57			
202971	PARENT REIMBURSEMENT	6	285.09	6-2-431-8800-000-000-0000	ATH WRESTLING	MARIA RANBARGER
202830	AWARDS & SPECIALTIES	6	244.00			ATH WRESTLING
202822	AMERICAN AWARDS &	6	46.50			ATH WRESTLING
ACCT TOTAL			575.59			
203011	ROCKFORD PUBLIC SCHOOL	6	488.00	6-2-431-8855-000-000-0000	ATHL TOURNAMENTS	MHSAA/HOCKEY/MILEAGE
ACCT TOTAL			488.00			
202849	COCA-COLA BOTLG CO OF	6	634.75	6-2-431-8860-000-000-0000	ATHL CONCESSIONS	ATH CONCESSIONS 3/19
ACCT TOTAL			634.75			
203010	DAVID RIEDLE	6	544.75	6-2-431-9900-031-000-0000	BHS YEARBOOK	HS YRBK/COMPUTER MNT
ACCT TOTAL			544.75			
GRAND TOTALS			928056.39			

Employee Reimbursements

April 24, 2009

HED Earnings Register

For Pay Date: 04/24/2009

Brighton Area Schools

HED: 334 EMP EXPNS REIM

EmpNo	Full Name	Location	Current Amt	Monthly Amt	Quarterly Amt	Yearly Amt
101801	BISCHER, CHERYL L	077	\$ 415.82	\$ 415.82	\$ 415.82	\$ 627.91
100167	BRADY, RANDALL PETER	077	\$ 225.39	\$ 225.39	\$ 225.39	\$ 225.39
100243	CALDWELL, LANIR	020	\$ 22.97	\$ 22.97	\$ 22.97	\$ 37.38
101076	CARTER, LAWRENCE VERNON	094	\$ 72.25	\$ 72.25	\$ 72.25	\$ 72.25
100971	CLARK, TANYA LYNN	077	\$ 372.01	\$ 372.01	\$ 372.01	\$ 595.41
103400	COSTA, MICHELLE LYNN	077	\$ 301.66	\$ 301.66	\$ 301.66	\$ 397.78
100539	DEVER, JOANNE R	022	\$ 127.19	\$ 127.19	\$ 127.19	\$ 127.19
101832	EBY, TERESA MARIE	077	\$ 53.46	\$ 53.46	\$ 53.46	\$ 53.46
102236	EISELE, JEFFREY ROBERT	074	\$ 32.91	\$ 32.91	\$ 32.91	\$ 32.91
100813	FOLEY, MARGARET V	029	\$ 8.88	\$ 8.88	\$ 8.88	\$ 23.07
102686	FRESH, ZACHARY FRED	001	\$ 70.00	\$ 70.00	\$ 70.00	\$ 226.33
100083	FRITZ, GLENN PAULETTE	077	\$ 109.23	\$ 109.23	\$ 109.23	\$ 350.00
100694	FUNKE, CORINNE ELIZABETH	077	\$ 86.86	\$ 86.86	\$ 86.86	\$ 110.60
100275	GIBSON, REBEKAH SMITH	077	\$ 36.53	\$ 36.53	\$ 36.53	\$ 36.53
100490	GRIEVE, CATHERINE J	075	\$ 133.03	\$ 133.03	\$ 133.03	\$ 143.59
100317	HABSURG, TERESA LOUISE	013	\$ 14.30	\$ 14.30	\$ 14.30	\$ 14.30
100562	HARVEY, RUTH MARIE	077	\$ 75.31	\$ 75.31	\$ 75.31	\$ 201.28
100358	HOBBS, DEBRA J	030	\$ 84.15	\$ 84.15	\$ 84.15	\$ 84.15
104308	HUBSCHER, ANNE MARIE	007	\$ 67.51	\$ 67.51	\$ 67.51	\$ 178.49
100054	JENSEN, BAIBA G	013	\$ 120.48	\$ 120.48	\$ 120.48	\$ 120.48
101946	JOHNSON, LISA J	030	\$ 135.48	\$ 135.48	\$ 135.48	\$ 199.45
101401	KIEFER, CLIFFORD M	077	\$ 153.94	\$ 153.94	\$ 153.94	\$ 153.94
100464	LANTZY, CHERYL JEAN	031	\$ 21.08	\$ 21.08	\$ 21.08	\$ 21.08
101864	LAWVER, BRENDA LYNN	075	\$ 29.53	\$ 29.53	\$ 29.53	\$ 29.53
100427	NICHOLAS, KAY H	024	\$ 129.87	\$ 129.87	\$ 129.87	\$ 372.96
100272	NISBET, THOMAS L	071	\$ 99.88	\$ 99.88	\$ 99.88	\$ 174.02
104345	NORMAND, GREGORY JAMES	078	\$ 307.50	\$ 307.50	\$ 307.50	\$ 307.50
100322	PALMER, KATHLEEN ANN	027	\$ 150.00	\$ 150.00	\$ 150.00	\$ 150.00
100235	PARK, ARNELLA D	077	\$ 108.01	\$ 108.01	\$ 108.01	\$ 307.30
100264	PINER, GEORGE A	077	\$ 19.37	\$ 19.37	\$ 19.37	\$ 19.37
100224	POWERS, RONNI A	023	\$ 19.87	\$ 19.87	\$ 19.87	\$ 39.82
103025	SHOSEY, DANNE ALAN	078	\$ 88.99	\$ 88.99	\$ 88.99	\$ 88.99
103553	SHOURDS, CORRINE NOELLE	071	\$ 29.04	\$ 29.04	\$ 29.04	\$ 58.08
101127	SILVER, JILL ANN	077	\$ 240.32	\$ 240.32	\$ 240.32	\$ 346.28
101692	SINACOLA, KRISTINE M	076	\$ 101.73	\$ 101.73	\$ 101.73	\$ 309.47
101163	SMITHMER, ROSALIE M	076	\$ 14.30	\$ 14.30	\$ 14.30	\$ 14.30
103405	SZYMCAK, ANGELA KRISTA	077	\$ 18.92	\$ 18.92	\$ 18.92	\$ 138.99
102300	TATARCUK, LEE VERN	001	\$ 85.00	\$ 85.00	\$ 85.00	\$ 190.00

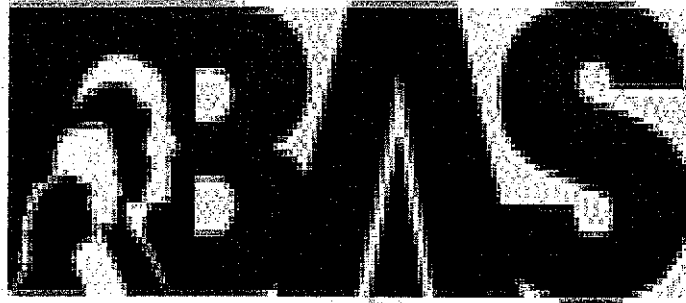
4/27/2009

HED Earnings Register

For Pay Date: 04/24/2009
Brighton Area Schools

HED: 334 EMP EXPNS REIM

<u>EmpNo</u>	<u>Full Name</u>	<u>Location</u>	<u>Current Amt</u>	<u>Monthly Amt</u>	<u>Quarterly Amt</u>	<u>Yearly Amt</u>
103265	THOMPSON, JOHN DAVID	078	\$ 806.90	\$ 806.90	\$ 806.90	\$ 996.12
104378	THORNTON, ALISON MARGARET	005	\$ 79.20	\$ 79.20	\$ 79.20	\$ 294.04
100910	TKAC, SANDRA E	077	\$ 228.42	\$ 228.42	\$ 228.42	\$ 228.42
103142	WENDRICK, JONATHAN RICHARD	077	\$ 11.99	\$ 11.99	\$ 11.99	\$ 23.82
103211	ZONER, MICHELLE MARIE	077	\$ 44.90	\$ 44.90	\$ 44.90	\$ 44.90
HED Totals:			\$ 5,354.18	\$ 5,354.18	\$ 5,354.18	\$ 8,166.88



Financial Statements

April 2009

**BRIGHTON AREA SCHOOLS
GENERAL FUND
OPERATING INCOME
April 30, 2009**

REVENUES	Budget	Received	Balance to be Received	% Received
Local Revenues:				
Property Taxes	\$ 11,108,494	\$ 10,605,345	\$ 503,149	95.5%
Building Use	10,000	11,814	(1,814)	118.1%
Interest on Investments	300,000	68,056	231,944	22.7%
Tuition	53,000	62,397	(9,397)	117.7%
Student Fees	42,200	15,710	26,490	37.2%
Other Local	353,876	71,577	282,299	20.2%
Total - Local	11,867,570	10,834,899	1,032,671	91.3%
State Aid:				
22a Prop A Obligation	25,422,120	16,072,556	9,349,564	63.2%
51c Spec Ed Headlee Obligation	2,224,722	1,451,744	772,978	65.3%
22b Discretionary Payment	12,328,500	7,851,893	4,476,607	63.7%
Declining Enrollment	69,662	43,617	26,045	62.6%
Renaissance Zone	7,304	3,467	3,837	47.5%
Adult Education	30,000	52,680	(22,680)	175.6%
At Risk - 31A	227,373	245,889	(18,516)	108.1%
Total - State	40,309,681	25,721,846	14,587,835	63.8%
Federal Revenue:				
Title Grants	405,369	302,795	102,574	74.7%
Transitional Grants	2,452	0	2,452	0.0%
IDEA	0	50,000	(50,000)	0.0%
Drug Free	16,554	0	16,554	0.0%
Carl Perkins	23,409	0	23,409	0.0%
Total - Federal	447,784	352,795	94,989	78.8%
Intermediate Sources:				
Special & Vocational Education	1,386,063	1,273,664	112,399	91.9%
Total - Intermediate	1,386,063	1,273,664	112,399	91.9%
Operating Transfers in:				
Food Service	159,375	159,375	0	100.0%
Community Education	455,045	405,045	50,000	89.0%
Building & Site	497,500	515,340	(17,840)	103.6%
	1,111,920	1,079,760	32,160	97.1%
TOTAL REVENUES	\$ 55,123,018	\$ 39,262,964	\$ 15,827,894	71.2%

NOTES:

All revenue received is generally based on a cash basis of accounting and will be modified to an accrual basis at June 30.

Property taxes are invoiced July 1 and are due September 1st.

State aid will be received over eleven payments. The first payment will be received on October 20, 2008. The final payment will be received August 20, 2009.

BRIGHTON AREA SCHOOLS
GENERAL FUND
EXPENDITURES
April 30, 2009

	<u>Budget</u>	<u>Expended and Encumbered</u>	<u>Unencumbered</u>	<u>% Expended and Encumbered</u>
Instruction:				
Elementary	\$ 13,032,358	\$ 8,907,854	\$ 4,124,504	68.4%
Middle School	7,329,078	5,023,630	2,305,448	68.5%
High School	9,053,870	6,160,998	2,892,872	68.0%
Pre-School	37,384	22,383	15,001	59.9%
Special Education	6,938,813	4,937,996	2,000,817	71.2%
Compensatory Education	341,384	263,250	78,134	77.1%
Career & Technical Education	1,206,761	796,678	410,083	66.0%
Adult Education	225,141	219,627	5,514	97.6%
Total Instruction	<u>38,164,789</u>	<u>26,332,416</u>	<u>11,832,373</u>	<u>69.0%</u>
Instructional Support Services:				
Pupil Services	2,218,086	1,583,435	634,651	71.4%
Instructional Staff	1,617,354	976,874	640,480	60.4%
School Administration	3,447,442	2,440,720	1,006,722	70.8%
High School Completion	256,887	189,873	67,014	73.9%
Total Instr Support Services	<u>7,539,769</u>	<u>5,190,902</u>	<u>2,348,867</u>	<u>68.8%</u>
Non-Instructional Support Services:				
General Administration	394,758	411,010	(16,252)	104.1%
Business	863,594	568,941	294,653	65.9%
Operations & Maintenance	7,016,010	5,095,758	1,920,252	72.6%
Transportation	2,326,223	1,693,361	632,862	72.8%
Central Staff	797,739	628,143	169,596	78.7%
Total Non-Instructional Support Services	<u>11,398,324</u>	<u>8,397,213</u>	<u>3,001,111</u>	<u>73.7%</u>
Intergovernmental Transfers	<u>72,697</u>	<u>63,147</u>	<u>9,550</u>	<u>86.9%</u>
Debt Service	<u>748,530</u>	<u>749,029</u>	<u>(499)</u>	<u>100.1%</u>
Operating Transfer to Athletics/Student Activity	<u>575,000</u>	<u>513,099</u>	<u>61,901</u>	<u>89.2%</u>
TOTAL EXPENDITURES	<u><u>\$ 58,499,109</u></u>	<u><u>\$ 41,245,806</u></u>	<u><u>\$ 17,253,303</u></u>	<u><u>70.5%</u></u>
FUND EQUITY:				
REVENUES IN EXCESS OF EXPENDITURES	\$ (3,376,091)			
FUND EQUITY, 6/30/08	<u>180,152</u>			
PROJECTED FUND EQUITY, 6/30/09	<u><u>\$ (3,195,939)</u></u>			

BRIGHTON AREA SCHOOLS
ATHLETICS
April 30, 2009

	Budget	Received	Balance to be Received	% Received
REVENUES				
Gate Receipts & Athletic passes	\$ 135,461	\$ 134,087	\$ 1,374	98.99%
Transportation Fee	86,113	40,181	45,932	46.66%
Participation Fee	240,000	184,579	55,421	76.91%
General Fund Transfer	575,000	329,532	245,468	57.31%
TOTAL	\$ 1,036,574	\$ 688,379	\$ 348,195	66.41%

	Budget	Expended and Encumbered	Unencumbered	% Expended and Encumbered
EXPENDITURES				
Salaries - Athletic Director	\$ 93,000	\$ 80,873	\$ 12,127	86.96%
Salaries - Coaches	389,385	155,850	233,535	40.02%
Salaries - Officials	2,349	400	1,949	17.03%
Salaries - Clerical	42,500	31,500	11,000	74.12%
Salaries - Miscellaneous	22,000	13,134	8,866	59.70%
Salaries - Auxilliary Labor	32,300	26,732	5,568	82.76%
Benefits	156,943	100,064	56,879	63.76%
Contracted Coaches	0	200,830	(200,830)	100.00%
Contracted Athletic Trainer	20,000	16,537	3,463	82.69%
Contracted Officials	37,916	24,426	13,490	64.42%
Security	7,500	4,670	2,830	62.27%
Mileage	4,500	1,603	2,897	35.62%
Postage	2,000	932	1,068	46.60%
Equip Repair/Maint & Rentals	30,000	24,078	5,922	80.26%
Transportation	84,518	44,609	39,909	52.78%
Athletic Supply	53,600	31,522	22,078	58.81%
Equipment	8,000	6,417	1,583	80.21%
Dues & Entry Fees	21,900	14,891	7,009	68.00%
Miscellaneous Expense	4,750	3,679	1,071	77.45%
TOTAL	\$ 1,013,161	\$ 782,747	\$ 230,414	77.26%

FUND EQUITY:

REVENUES IN EXCESS OF EXPENDITURE:	\$ 23,413
FUND EQUITY, 6/30/08	0
PROJECTED FUND EQUITY, 6/30/09	<u>\$ 23,413</u>

BRIGHTON AREA SCHOOLS
FOOD SERVICE FUND
April 30, 2009

	<u>Budget</u>	<u>Received</u>	<u>Balance to be Received</u>	<u>% Received</u>
REVENUES:				
Food Sales	\$ 1,685,000	\$ 1,181,092	\$ 503,908	70.09%
Other Food Service - Catering & Vending	97,000	75,211	21,789	77.54%
State	69,200	47,976	21,224	69.33%
Federal	234,000	207,320	26,680	88.60%
Interest	8,000	1,791	6,209	22.39%
Rebates	18,375	22	18,353	0.12%
USDA Commodities	69,000	56,859	12,141	82.40%
TOTAL	<u>\$ 2,180,575</u>	<u>\$ 1,570,271</u>	<u>\$ 573,601</u>	<u>72.01%</u>

	<u>Budget</u>	<u>Expended and Encumbered</u>	<u>Unencumbered</u>	<u>% Expended and Encumbered</u>
EXPENDITURES:				
Salaries	\$ 606,400	\$ 479,095	\$ 127,305	79.01%
Benefits	295,661	253,685	41,976	85.80%
Contracted Services	5,050	3,273	1,777	64.81%
Repairs & Maintenance	11,200	19,955	(8,755)	178.17%
Food & Supply Purchases	1,090,189	779,162	311,027	71.47%
Equipment	10,000	18,898	(8,898)	188.98%
Transfer to General Fund	159,375	159,375	0	100.00%
Miscellaneous	2,700	3,339	(639)	123.67%
TOTAL	<u>\$ 2,180,575</u>	<u>\$ 1,716,782</u>	<u>\$ 463,793</u>	<u>78.73%</u>

FUND EQUITY:

REVENUES IN EXCESS OF EXPENDITURES	\$ 0
FUND EQUITY, 6/30/08	156,814
PROJECTED FUND EQUITY, 6/30/09	<u>\$ 156,814</u>

**BRIGHTON AREA SCHOOLS
COMMUNITY EDUCATION FUND
April 30, 2009**

	<u>Budget</u>	<u>Received</u>	<u>Balance to be Received</u>	<u>% Received</u>
REVENUES:				
Fees	\$ 2,339,314	\$ 1,703,171	\$ 636,143	72.81%
Rentals	177,000	148,874	28,126	84.11%
Senior Center	153,800	87,248	66,552	56.73%
Interest Income	40,000	11,321	28,679	28.30%
Miscellaneous	8,000	23,452	(15,452)	293.15%
TOTAL	<u>\$ 2,718,114</u>	<u>\$ 1,974,066</u>	<u>\$ 759,500</u>	<u>72.63%</u>

	<u>Budget</u>	<u>Expended and Encumbered</u>	<u>Unencumbered</u>	<u>% Expended and Encumbered</u>
EXPENDITURES:				
Salaries	\$ 1,418,396	\$ 1,168,109	\$ 250,287	82.35%
Benefits	500,633	396,783	103,850	79.26%
Contracted Services	234,180	182,467	51,713	77.92%
Repairs & Maintenance	26,400	86,048	(59,648)	325.94%
Supplies	115,000	65,299	49,701	56.78%
Equipment	10,000	0	10,000	0.00%
Miscellaneous	62,456	62,866	(410)	100.66%
Transfers & Indirect	355,045	406,564	(51,519)	114.51%
TOTAL	<u>\$ 2,722,110</u>	<u>\$ 2,368,136</u>	<u>\$ 353,974</u>	<u>87.00%</u>

FUND EQUITY:	
REVENUES IN EXCESS OF EXPENDITURES	\$ (3,996)
FUND EQUITY, 6/30/08	<u>488,254</u>
PROJECTED FUND EQUITY, 6/30/09	<u>\$ 484,258</u>

**BRIGHTON AREA SCHOOLS
DEBT RETIREMENT FUND
April 30, 2009**

	<u>Budget</u>	<u>Received</u>	<u>Balance to be Received</u>	<u>% Received</u>
REVENUE AND OTHER SOURCES:				
Local property taxes	\$ 12,030,000	\$ 11,199,344	\$ 830,656	93.10%
Interest on Investments	200,000	56,064	143,936	28.03%
TOTAL	<u>\$ 12,230,000</u>	<u>\$ 11,255,408</u>	<u>\$ 974,592</u>	<u>92.03%</u>

	<u>Budget</u>	<u>Expended</u>	<u>Balance Available</u>	<u>% Expended and Encumbered</u>
EXPENDITURES:				
Redemption on Bond Principal	\$ 5,558,950	\$ 5,558,950	\$ 0	100.00%
Interest on Bonded Debt	6,174,832	6,174,599	233	100.00%
Tax Chargebacks	18,975	13,624	5,351	71.80%
Paying Agent Fees	1,025	113	912	11.02%
TOTAL	<u>\$ 11,753,782</u>	<u>\$ 11,747,286</u>	<u>\$ 6,496</u>	<u>99.94%</u>

FUND EQUITY:	
REVENUES IN EXCESS OF EXPENDITURES	\$ 476,218
FUND EQUITY, 6/30/08	4,353,135
PROJECTED FUND EQUITY, 6/30/09	<u>\$ 4,829,353</u>

**BRIGHTON AREA SCHOOLS
CAPITAL PROJECTS FUND
BUILDING & SITE
April 30, 2009**

	<u>Budget</u>	<u>Received</u>	<u>Balance to be Received</u>
REVENUE AND OTHER SOURCES:			
Delinquent taxes	\$ 0	\$ 1,372	\$ (1,372)
Interest on Investments	0	53,465	(53,465)
	<u>\$ 0</u>	<u>\$ 54,837</u>	<u>\$ (54,837)</u>

	<u>Budget</u>	<u>Expended</u>	<u>Balance to be Expended</u>
EXPENDITURES:			
Building Improvements	\$ 0	\$ 452,746	\$ (452,746)
	<u>\$ 0</u>	<u>\$ 452,746</u>	<u>\$ (452,746)</u>

FUND EQUITY:	
REVENUES IN EXCESS OF EXPENDITURES	\$ 0
FUND EQUITY, 6/30/08	4,391,127
PROJECTED FUND EQUITY, 6/30/09	<u>\$ 4,391,127</u>

V.



TO: Trustees, Board of Education

FROM: Bonnie P. Riutta, Interim Superintendent of Schools

RE: Recognition/Reports

DATE: May 6, 2009

Brighton Ford

Scott Spitler of Brighton Ford will be recognized for the company's contributions to the elementary schools. For the past five years, Brighton Ford has sponsored a window painting contest for our students and each school receives a donation for their participation in the event. Brighton Ford and the Spitler family have donated over \$25,000 to the elementary schools.

Teacher Tenure

On Monday night the district will recognize the following teachers for achieving tenure:

Craig Benedict
Tanya Clark
Stephanie Rothenberg
Aaron Walter
Cassondra Wheeler-Hare
Nicole Cummings
Carolyn McNulty
Sarah Lemerand
Carly Miller
Ellen Moore
Jennifer Ziewacz
Corrine Shourds
Korina Staruch

Reading Apprenticeship Program, Middle and High School

Reading Apprenticeship is an approach to reading instruction that helps middle and high school students develop the knowledge and strategies they need to become more powerful readers. It is a partnership of expertise, drawing on what teachers know and do as discipline-based readers, and on students' unique and often underestimated strengths as learners. Brighton Area Schools uses the trainer-of-trainer model and has spent this last year training a group of Brighton teachers in this approach.



Memo

Peggy Moyer
Interim Assistant Superintendent
Human Resources

TO: Bonnie Riutta, Interim Superintendent
FROM: Peggy Moyer, Interim Asst. Supt. for Human Resources
DATE: April 20, 2009
RE: Teachers Eligible for Tenure

Attached please find the list of 13 probationary teachers that have earned tenure. I would like to have this placed on the May 11, 2009 Board agenda.

We are planning to invite each teacher to attend this meeting, so they may receive a certificate recognizing their accomplishment. Building principals will also be invited to attend the Board meeting.

Attachment

TEACHERS ELIGIBLE FOR TENURE 2009

1	Benedict	Craig	Phys Ed	Lindbom
2	Clark	Tanya	Marketing	BHS
3	Rothenberg	Stephanie	Spanish	BHS
4	Walter	Aaron	Psychology	BHS
5	Wheeler=Hare	Cassandra	Special Ed	BHS
6	Cummings	Nicole	Media Specialist	Hawkins/Miller
7	McNulty	Carolyn	Special Ed	Hawkins
8	Lemerand	Sarah	Science	Maltby
9	Miller	Carly	2nd	Hornung
10	Moore	Ellen	2nd	Hornung
11	Zlewacz	Jennifer	2nd	Hornung
12	Shourds	Corrine	Vocal Music	BHS/Scranton
13	Staruch	Karina	Special Ed	Scranton

VIII.



TO: Trustees, Board of Education
FROM: Bonnie P. Riutta, Interim Superintendent of Schools
RE: Consent Agenda
DATE: May 6, 2009

The following items are presented for approval under the consent agenda:

- Bills of April 17 - May 1, 2009
- Minutes of April 27, 2009
- Minutes of April 28, 2009, Special Meeting
- Minutes of May 4, 2009, Special Meeting
- Minutes of May 5, 2009, Special Meeting

Motion

Moved by:

Supported by:

To approve the consent agenda as presented.

Voice vote:

____ Ayes

____ Nays

IX.A.1.



TO: Trustees, Board of Education

FROM: Bonnie P. Riutta, Interim Superintendent of Schools

RE: British Literature, New Course

DATE: May 6, 2009

The development of the British Literature course was completed so that the curriculum aligns with the new Merit curriculum. Attached is information concerning the four units of study for the British Literature course.

It will be necessary to purchase course materials in the amount of \$41,900 from Holt McDougal. The proposal has been approved by Curriculum Council and the Board Curriculum Committee.

Course approval will be placed on the May 26 agenda for Board consideration.

May 04, 2009

To: Bonnie Riutta

Baiba Jensen
Executive Director for Curriculum Services

From: Baiba Jensen

Re: 11th Grade British Literature Course

The high school English department has been meeting throughout this school year to create an 11th grade British Literature course that aligns with the new Merit curriculum requirements. The course progression for this department has been a 9th grade survey course, a 10th grade American Literature course, an 11th grade British Literature course and a proposed World Literature course in the 12th grade.

The four units of study for this British Literature course will focus on Anglo-Saxon and Medieval literature in Unit 1 with anchor text excerpts from the *Canterbury Tales* and *Beowulf*. The Renaissance period will be the focus in Unit 2 with its anchor text of *Macbeth*. Unit 3 will include the Neoclassical and Romantic periods with the anchor text of *Frankenstein* and the final unit, Unit 4, will encompass the Victorian Period and Contemporary literature using *Lord of the Flies* as the anchor text. The essential outcomes for each quarterly unit are attached.

The recommended course material proposal from Holt McDougal is included in the amount of \$41,900. This text includes two of the anchor texts as well as shorter literature that will link the historical periods. The company has been flexible and willing to include extra novels with their proposal. The course proposal approved in Curriculum Council and with the Board Curriculum sub-committee.

I am requesting that the new British Literature course proposal be placed on the May 11th Board agenda for discussion.

jdl
Attachment

English 11: British Literature and Composition

Honors English 11: British Literature and Composition

2009-2010 Proposed Changes According to the Michigan Merit Curriculum

(From the Michigan Department of Education's *Michigan Merit Curriculum: Course/Credit Requirements Guide for English Language Arts Grade 11*)

Curriculum Unit Design

One of the ultimate goals of teaching is for students to acquire transferable knowledge. To accomplish this, learning needs to result in a deep understanding of content and mastery level of skills. As educational designers, teachers must use both the art and the science of teaching. In planning coherent, rigorous instructional units of study, it is best to begin with the end in mind.

Engaging and effective units include:

- appropriate content expectations
- students setting goals and monitoring own progress
- a focus on big ideas that have great transfer value
- focus and essential questions that stimulate inquiry and connections
- identified valid and relevant skills and processes
- purposeful real-world applications
- relevant and worthy learning experiences
- varied flexible instruction for diverse learners
- research-based instructional strategies
- explicit and systematic instruction
- adequate teacher modeling and guided practice
- substantial time to review or apply new knowledge
- opportunities for revision of work based on feedback
- student evaluation of the unit
- culminating celebrations

Relevance

Instruction that is clearly relevant to today's rapidly changing world is at the forefront of unit design. Content knowledge cannot by itself lead all students to academic achievement. Classes and projects that spark student interest and provide a rationale for why the content is worth learning, enable students to make connections between what they read and learn in school, their lives, and their futures. An engaging and effective curriculum provides opportunities for exploration and exposure to new ideas. Real-world learning experiences provide students with opportunities to transfer and apply knowledge in new, diverse situations.

Introduction to English Language Arts

The English Language Arts Standards are built upon the expectation that students will engage in broad reading and writing experiences to encompass literary texts, nonfiction literary texts, and other informational texts. The High School Content Expectations incorporate a new emphasis on informational text comprehension and workplace reading and writing skills. They are organized into four strands, 14 standards, and 91 expectations. The skills and content addressed in these expectations will, in practice, be woven together into a coherent, integrated English language arts curriculum. The language arts processes are recursive and reinforcing; students learn by engaging in and reflecting on these processes at increasingly complex levels over time.

Students will develop effective communication and literacy skills through rigorous and relevant units of instruction and engaging learning experiences by focusing on four key dispositions:

- Inter-Relationships and Self-Reliance (9th grade)
- Critical Response and Stance (10th grade)
- Transformational Thinking (11th grade)
- Leadership Qualities (12th grade)

English Language Arts Grade 11 Goal Statement

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. They will learn to evaluate for validity and quality, to balance and expand their perspectives promoting empathy, social action and appropriate use of power. Transformational Thinking offers students the lens to assess and modify their beliefs, views of the world, and how they have power to impact them.

High School English Language Arts Unit Framework for Grades 9-12

Michigan teachers designed the thematic units of instruction to meet all of the English Language Arts High School Content Expectations. Using the framework of common features and the models as guides, our teachers will develop their own thematic units of instruction.

The units use complex anchor and linking texts to teach the content expectations and to make connections that lead to the dispositions: Inter-Relationships and Self-Reliance, Critical Response and Stance, Transformational Thinking, and Leadership Qualities.

The units are designed to take advantage of what each text offers for meeting the expectations, including opportunities for direct instruction of text characteristics and features, reading and writing strategies, critical thinking, building of historical background knowledge, and On-Going Literacy Development including vocabulary and grammar.

The framework includes:

- Themes, Dispositions and Essential Questions
- Literary Genre Focus/Anchor Texts, Linking Texts
- Literary Analysis and Genre study
- Reading, Listening, Viewing Strategies and Activities
- Writing, Speaking, Expressing Strategies and Activities
- On-Going Literacy Development

Why Make British Literature the Focus of English 11?

The English department has discussed and debated this question for months. We finally made the decision to focus on British literature in the eleventh grade based on the following criteria:

- While pieces of British literature have been incorporated into the ninth grade curriculum, we have no comprehensive British literature course. As British literature forms the foundations of most of what we read and view, many of us feel that a course of this nature should be added to the curriculum. We feel that this would best fit at the junior year, since the material will be more difficult than American literature, and since the rigor of this curriculum will better fit with preparation for the ACT in the spring.
- The state models and Macomb instructional units show American literature at the tenth grade and British literature at the 11th grade. Complying with this allows us to take full advantage of these extensive resources.
- Many area schools currently teach American literature at the tenth grade and British literature at the eleventh grade. This tells us it can be done at this level, and done well. Furthermore, it should all transfer students to experience a smoother transfer from one school to another.

11TH GRADE: TRANSFORMATIONAL THINKING (with a British Literature focus)

Anchor Texts:

- Excerpts from *Beowulf* (unknown) and *The Canterbury Tales* (Geoffrey Chaucer)
- *Macbeth* (William Shakespeare)
- *Frankenstein* (Mary Shelley)
- *The Lord of the Flies* (William Golding)

Possible Linking Texts:

- *Grendel* (John Gardner)
- *A Midsummer Night's Dream* (William Shakespeare)
- *Dr. Jekyll and Mr. Hyde* (Robert Louis Stevenson)
- *Gulliver's Travels* (graphic novel)
- *A Christmas Carol* (Charles Dickens)

12TH GRADE: LEADERSHIP (with a World Literature focus)

Anchor & Linking Texts:

- *1984* (George Orwell) and *Animal Farm* (George Orwell)
- *King Lear* (William Shakespeare)
- *Antigone* (Sophocles; play by Jean Anouilh) and *The Oedipus Plays* (Sophocles)
- *Siddhartha* (Herman Hesse)
- *Things Fall Apart* (Chinua Achebe) and *Their Eyes Were Watching God* (Zora Neale Hurston)
- *All Quiet on the Western Front* (Erich Maria Remarque)
- *The Grapes of Wrath* (John Steinbeck)
- *The Good Earth* (Pearl S. Buck)
- *A Lesson Before Dying* (Ernest J. Gaines)

Model Unit Outline for Grade 11 ELA
DISPOSITION: TRANSFORMATIONAL THINKING
FOCUS: BRITISH LITERATURE

MODEL UNIT 11.1: ANGO-SAXON (OLD ENGLISH) AND MEDIEVAL (MIDDLE ENGLISH) PERIODS

Genre/Period

Anglo-Saxon and Medieval periods,
the epic, poetry/ballad

Focus/Big Ideas

Oral tradition, the power of language,
heroic codes, universal truths of human
nature, transformation

MODEL UNIT 11.2: THE RENAISSANCE

Genre/Period

Elizabethan Drama, Shakespearean sonnet,
English Renaissance literature

Focus/Big Ideas

Decision making process, consequences,
forward thinking, decision/indecision,
action/inaction, vision

MODEL UNIT 11.3: THE NEOCLASSICAL AND ROMANTIC PERIODS

Genre/Period

Gothic Romance, literature from the
Restoration, 18th century, and Romantic
periods, science fiction, scientific journal
or article, science news article, poetry,
graphic novel, ACT writing rubric

Focus/Big Ideas

Role of technology in society,
unintended consequences, potential
for extending human life, mystery and
horror, transforming ideas of Romanticism

MODEL UNIT 11.4: THE VICTORIAN PERIOD AND CONTEMPORARY BRITISH LITERATURE IN THE 20TH CENTURY

Genre/Period

Victorian, Contemporary (20th century),
Realistic fiction, allegory, short stories,
poetry, college application essay

Focus/Big Ideas

human nature, chaos, savagery vs.
civilization, understanding the power
of fear, dealing with change, civilization
as structure, survival, resourcefulness,
connectedness, loss, adaptation

ELA GRADE 11-- UNIT GENRE RECORD

Unit :Transformational Thinking in British Literature

1. Anglo-Saxon and Medieval Periods
2. Renaissance
3. Neoclassical and Romantic Periods
4. Victorian and Contemporary Lit

	1	2	3	4
Maintain and Reflect on Reading Portfolio	x	x	x	x
American				
British and European	A	A	A	A
World	x			
Contemporary	x		x	x
Classic	x	x	x	x
Allegory				x
Parody		x		
Satire			x	
Fiction				
Drama		x		x
Epic	x			
Music Lyrics				
Novel	x	x	x	x
Novel Excerpt	x			x
Poetry	x	x	x	x
Popular and Series Fiction/Graphic Novel			x	
Short Story			x	x
Nonfiction				
Biography/Autobiography/Memoir	x		x	x
Cultural and Historical Documents		x	x	x
Descriptive Essay			x	x
Diary/Letter/Interview				
Guide Book/Manual				
HS Textbook	A	A	x	x
Informational Article	x	x	x	x
Interview				
Literary Critique/Review		x		x
Magazine Article	x	x	x	x
Newspaper Article/Editorial/Political Cartoon		x	x	x
Nonfiction Narrative	x	x	x	x
Personal Essay/Account				
Persuasive Essay				
Poetry/Music Lyrics				
Quotation	x	x	x	x
Reference	x	x	x	x
Resources/Tools				
Report			x	x
Scholarly Essay/Speech				
Science/Research Article			x	x
Timeline/Itinerary	x	x	x	x
Work-Related Text				
Media				
Advertisement/Trailer				
Digital Story/Photo Essay				
Documentary				

Interactive Web Site				
Interview				
Unit	1	2	3	4
Movie/Video Clip	x	x	x	x
Music				
Speech				x
Video Streaming				
Works of Art	x		x	
Maintain & Reflect on Writing Portfolio				
Autobiography/Biography/Memoir	x			x
Blog/Web Page				
Creative Writing	x		x	x
Critique/Review		x		
Diary/Journal	x	x	x	x
Drama				
Essays				
Argumentative/Persuasive	x	x	x	x
College Application				x
Comparative	x	x	x	x
Descriptive	x			x
Expository	x	x	x	x
Literary Analysis	x	x	x	
Reflective	x	x	x	x
Feature News Article	x	x		x
Guide/Brochure/Pamphlet	x			
Infotext				
Letter	x	x	x	x
Multigenre Report				
Multimedia Presentation/Digital Story/Photo Essay/Video Story				
Note Taking	x	x		
Outline/Graphic Organizer	x	x	x	x
Personal Narrative	x		x	
Poetry/Siam Poetry		x	x	
Poster/Chart				
Proposal/Plan			x	x
Quotation Notebook	x	x	x	x
Research Brief/Summary			x	
Research Report (major)				x
Response to Literature	x	x	x	x
Resume				x
Review				
Riddle	x			
Rubric	x	x	x	x
Summary				
Timeline				
Work-Related Text				
Speaking Activities				
Book Clubs/Literature Circles				
Debate/Panel Discussion			x	
Discussion Groups	x	x	x	x
Formal Presentation				
Interview				
Prepared Speeches				x
Readers' Theatre/Choral Reading/Dramatization		x		
Recitation/Oration		x		

NOTES

A=Anchor Text
X=Represented in Unit



British Literature 11: Unit 1

Anglo-Saxon (Old English) and Medieval (Middle English) Periods

Genre/Period

Anglo-Saxon and Medieval
Literature, the epic, poetry/ballad

Focus/Big Ideas

Oral tradition/story telling, power of
language, heroic codes, universal truths
of human nature, transformation

Anchor Texts: Excerpts from *The Canterbury Tales* ("Prologue," "The Pardoner's Tale," "The Wife of Bath's Tale") and Excerpts from *Beowulf*

Linking Texts:

- Excerpts from *Gilgamesh* and *The Iliad*
- *Grendel* by John Gardner
- Excerpt from *Sir Gawain and the Green Knight*
- Excerpt from *Le Morte D'Arthur*

Focus Questions:

- How does the interpretation of language impact decision making?
- How can studying the past lead to new opportunities for the future?
- How do the heroes who are immortalized in literature reflect the cultural values of the time?
- How have modern-day icons used language to transform our thinking?

Essential Questions:

- What evidence do I have that I am committed to learning?
- Where will I find wisdom?
- When is loyalty to myself more important than loyalty to a friend?
- How do I demonstrate that I am open-minded enough to learn from my experiences?
- How do the heroes of literature reflect the values of the time?
- What journey will I take to become my own hero?

Projects and Portfolio Pieces:

- Create a Modern Prologue
- Create a Character and Tale that Reflects Irony
- Comparison/Contrast Essay
- Persuasive/Argumentative Essay
- Literary Analysis and Reflection
- Other options from Unit Genre Record

British Literature 11: Unit 2

The Renaissance

Genre/Period

Elizabethan Drama, Shakespearean sonnet,
English Renaissance literature,

Focus/Big Ideas

decision making process, consequences
forward thinking, decision/indecision,
action/inaction, vision

Anchor Text: *Macbeth* by William Shakespeare

Linking Texts:

- *A Midsummer Night's Dream* by William Shakespeare
- Renaissance Poetry
- Excerpt from *Paradise Lost* by John Milton
- Excerpt from *Pilgrim's Progress* by John Bunyan
- Excerpt from *William Shakespeare's Macbeth: The Graphic Novel*
- Video Clips from *Scotland, PA* (modernized *Macbeth*)

Focus Questions:

- What kinds of information do I need to make an informed decision?
- How do I evaluate the information?
- Why is it important to weigh options before making decisions?
- How can forward thinking help me make better decisions?
- How can a person see beyond appearances to discover the hidden truths about others?
- What does it take to reverse decisions?
- Even with all the available data, how do I know when I've made the right decision?
- What are the filters through which I evaluate decisions?
- When does language reflect or construct reality?
- How does imagery make things more real, or make a particular version of reality more convincing?

Essential Questions:

- Which decisions I make today will affect me for my entire life?
- How do I develop a realistic plan for the future?
- How can I invent new opportunities?
- How will knowing how decisions are made help me plan for my life?
- When is loyalty to myself, and my own values, more important than loyalty to a friend?
- Can one (apparently) have all the right information and make the wrong decision?

Projects and Portfolio Pieces:

- Reflective Essay
- Comparative Essay
- Literary Analysis and Reflection
- Persuasive Essay
- Personal Decision-Making Soliloquy
- Other options from Unit Genre Record

British Literature 11: Unit 3

The Neoclassical and Romantic Periods

Genre/Period

Gothic Romance, literature from the Restoration, 18th century, and Romantic periods, science fiction, scientific or journal article, science news article, poetry, graphic novel, ACT writing rubric

Focus/Big Ideas

role of technology in society, unintended consequences, potential for extending human life, mystery and horror, transforming ideas of Romanticism

Anchor Text: *Frankenstein* by Mary Shelley

Linking Texts:

- *Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson
- *Gulliver's Travels* graphic novel
- Miscellaneous selections from Unit 3-4 in *Elements of Literature, Sixth Course* (i.e. Defoe, Swift, Pope, Blake, Wordsworth, Keats, Lord Byron, Coleridge, etc.)
- Informational Texts on Genetic Engineering
- Science/Research Articles

Focus Questions:

- What issues are involved in creating, lengthening, and bettering life?
- What is technology's role in society?
- When do technological solutions become new problems?
- Is there a point (percentage of replacement parts) when a human being is no longer considered human?
- How have humans been redefined by technological advances?

Essential Questions:

- What role will I play in future technology? Will I question it, consume it, or help to create it?
- What price am I willing to pay for immortality?
- What are the tradeoffs for technological advances?
- What moral limitations do we put on the use of technology?

Projects and Portfolio Pieces:

- Imitation of ode form
- Argument/Persuasive essay
- Comparison essay
- Reflective essays
- ACT Prep
- Other Options from Unit Genre Record

British Literature 11: Unit 4

The Victorian Period and Contemporary British Literature in the 20th Century

Genre/Period

Victorian, Contemporary (20th century),
Realistic fiction, allegory, short stories,
Poetry

Focus/Big Ideas

human nature, chaos, savagery vs.
civilization, understanding the
power of fear, dealing with change,
civilization as structure, survival,
resourcefulness, connectedness,
loss, adaptation

Anchor Text: *Lord of the Flies* by William Golding

Linking Texts:

- *A Christmas Carol* by Charles Dickens
- Miscellaneous selections from Units 5-6 in *Elements of Literature, Sixth Course* (i.e. Tennyson, Browning, Owen, Greene, Orwell, Woolf, Eliot, etc.; Mansfield, Lawrence, Joyce, etc.)
- News Articles on Modern Disaster

Focus Questions:

- How does peer pressure effect change?
- When is rebellion justified?
- Why do we need rules?
- Why does fear make one act in irrational ways?
- How does personality dictate reactions?
- How did I benefit (or not benefit) from major or minor changes in my life?
- What role does society play in structuring our ideals, values, and sense of right and wrong?
- How do emotions skew decision making?

Essential Questions:

- When does society provide a structure for dealing with change/crisis?
- What happens when we lose that structure?
- How can forward thinking help me make better decisions?
- How will I know when to risk failure for possible success?

Projects and Portfolio Pieces:

- Research on moral/ethical decision-making issues relating to scientific experimentation or social reform
- Letter of reflection
- Literary analysis essay
- College application essay
- Other options from Unit Genre Record

Proposal Date: 3/4/2009

Proposal for
Brighton Area School District
Language Arts

Expiration Date: 5/3/2009

ISBN	Title	Sale	Purchase		Complimentary	
		Price	Quantity	Amount	Quantity	Value
Grade 11						
Student						
1205334	9780554005140 Elements of Literature MICHIGAN STUDENT EDITION Sixth Course MI	\$77.95	500	\$38,975.00		
1162855	9780030947285 Elements of Literature; 2009; Sixth Course; Student One Stop	\$82.95			90	\$7,465.50
1162227	9780030944970 Elements of Literature; 2009; Sixth Course; ThinkCentral Student Access ! 6YRU	\$77.95			500	\$38,975.00
Totals for Student				\$38,975.00		\$46,440.50
Teacher						
9999999	9999999999999 HMH Library Novel (Genend) <i>This product represents a choice of a HMH Library Novel at a later time - please contact your sales rep to order your novel</i>	\$14.82			350	\$5,187.00
1208058	9780554014722 Elements of Literature MICHIGAN TEACHER'S EDITION Sixth Course MI	\$139.95			6	\$839.70
1365622	0000000000136 Elements of Literature Media Gratis Box Grade 12 AUDIO CD LIBRARY EOLIT 2009 G12 1 ONE STOP SE GR 12 EOLIT 2009 1 TEACHER ONE-STOP DVD GR 12 EOLIT 2009 1 WRTG NOTES CD-R EOLANG CRS5-6 2009 1 GRAMNOTES:EFFWR TG CD ELANG C5-6 2009 1 PWRNOTES INSTR PRES DVD EOLIT G12 2009 1 WORDSHARP CD-R C6 EOLANG 2009 1 READING & WRTG OHTS CRS 6 EOLIT 2009 1	\$763.70			7	\$5,345.90
1365650	0000000000136 Elements of Literature EOLIT GR 12 PRINT GRATIS BOX 2008 FORMAL ASSESSMENTG12 EOLIT 2009 1 GUM LANG HNDBK WKSHT EOLIT 6TH CRS 2009 1 HOLT ADAPTED READER SE EOLIT GR 12 2009 1 HOLT ADAPTED READER TIG EOLIT C3-6 2009 1 HOLT READER SE GR 12 EOLIT 2009 1 HOLT READER TCHR MANUAL C3-6 EOLIT 2009 1 LANG HNDBK ANSWKY 6TH CRS EOLIT 2009 1 READER/WRITER NOTEBOOK C3-6 EOLIT 2009 1 RES TCHG ADV STUDENT C6 EOLIT 2009 1 STND TST PREPANKY CRS 3-4 EOLIT 2009 1 SUPPORTING INSTR 6 LANG CRS 6 EOLIT 2009 1 UNIT 1 RESOURCES G12 EOLIT 2009 1 UNIT 2 RESOURCES G12 EOLIT 2009 1 UNIT 3 RESOURCES G12 EOLIT 2009 1 UNIT 4 RESOURCES G12 EOLIT 2009 1 UNIT 5 RESOURCES G12 EOLIT 2009 1 UNIT 6 RESOURCES G12 EOLIT 2009 1 WRTG&SPKG WKSHP PRAC/ASMNT C6 EOLIT 2009 1	\$691.70			7	\$4,841.90
204848	9780618733071 MediaSmart DVD Grade 12	\$436.77			7	\$3,057.39
206429	9780618885657 Write Smart Grade 12	\$294.33			7	\$2,060.31
206630	9780618904228 Standard Lessons File British Literature	\$522.48			2	\$1,044.96
1033704	9780547034850 Targeted Instruction for Michigan StandardsBritish Literature MI	\$54.54			2	\$109.08
1165645	9780030958458 Elements of Literature; 2009; Sixth Course; ThinkCentral Teacher Access ! 6YRU	\$125.00			12	\$1,500.00

Proposal
Summary

Total Value of Proposal:	\$112,326.74
Total Complimentary:	\$70,426.74
Subtotal Purchase Amount:	\$38,975.00
Shipping:	\$2,925.00
Total Cost of Proposal(PO Amount):	\$41,900.00



Attention:

Customer Service
1900 S. Batavia Ave.
Geneva, IL 60134
FAX: 888-872-8380

3/4/2009 000473754 Sold:0000133463 Ship:0000133463

Page 2 of 3

Please submit this proposal with your purchase order.

IX.A.2.



TO: Trustees, Board of Education

FROM: Bonnie P. Riutta, Interim Superintendent of Schools

RE: Civics, Realignment

DATE: May 6, 2009

Due to the new Merit Curriculum standards, the current year long Government course was realigned to include a semester of Civics. As you will recall, this was one of the recommendations of the High School Task Force in May 2008.

This item will be placed on the May 26 agenda for Board consideration.



May 04, 2009

Baiba Jensen
Executive Director for Curriculum Services

To: Bonnie Riutta

From: Baiba Jensen

Re: High School Civics Realignment

The new Merit curriculum standards for civics required an alignment of our current year-long Government course into a semester of civics. This is a change in our credit requirements at the high school and was the recommendation of the High School Task Force that met in May of 2008.

This alignment has been done using current textbooks that are used for the Government course but I would recommend the department have an opportunity to review new materials for this course next year.

The realigned course has been approved in Curriculum Council and the Board Curriculum sub-committee.

I am requesting that the new civics course be placed on the May 11th Board agenda for discussion.

jdl
Attachment

CIVICS COURSE ALIGNMENT

Unit/ Time Frame	High School Content Expectations	Unit Objectives/Essential Questions	Key Concepts	Textbook Sections/Pages
Unit I: <i>Introduction to Civics & Politics</i> Time: 2 weeks	C1. 1.1 1.1.1 1.1.2 1.1.3 1.1.4 1.2 1.2.1 1.2.2 1.2.3 1.2.4 5.5 6.1.2	1. What is the purpose of government? 2. What types of government exist? 3. What is politics? 4. What are the competing arguments about the role of government? 5. What is the role of a citizen in government?	Civics Power Legitimacy Authority Sovereignty Political Ideology Political Spectrum	Chapter 1
Unit II: <i>Foundations of the American Constitutional System</i> Time: 2 ½ weeks	C2 2.1 2.1.1 2.1.2 2.1.3 2.1.4 2.2 2.2 5.1 5.2	1. What are the origins and foundations of our government? 2. How do Constitutional principles preserve fundamental values?	Declaration of Independence Natural rights Articles of Confederation Constitution Principles of the Constitution (limited government, checks & balances, popular sovereignty, rule of law, separation of powers, judicial review) Amendments (Formal)	Chapter 2 Chapter 3

<p>Unit III: The Structure & Function of the Branches Time: 5 weeks</p>	<p>C3 3.1 3.2 3.4 Exec Branch 4.1.2 4.1.3 (4.1.1 & 4.1.4 = USHG) (4.2.1 – 4.2.5 = WHG, 4.2.6 = USHG)</p>	<p>1. What is the structure of each branch of government? 2. How are power and responsibility distributed, shared and limited between the three branches?</p>	<p>and Informal) Enumerated (expressed) powers Separation of Powers Checks & Balances Making the law Executing the law Interpreting the law Necessary & Proper Clause Commerce Clause</p>	<p>Chapter 10 Chapter 11 Chapter 13, Sections 1-2 Chapter 14, Sections 1-4 Page 390 (15.2) Chapter 18, Sections 1-3</p>
<p>Unit IV: Voting, Policy and Political Behavior Time: 3 ½ weeks</p>	<p>3.5 5.1 5.2 6.1.2 6.1.3 6.2</p>	<p>1. How do actors, such as political parties, interest groups, and media affect voting (elections)? 2. How do these same actors affect public policy? 3. How have voting rights been expanded in U.S. history? 4. To be an active participant in the election process, what steps must a citizen take? 5. What is the process by which the President of the United States is elected?</p>	<p>Interest groups Political parties Media Lobbyists Public policy Citizenship Naturalization Voting Registration Campaigns Elections Electoral College Primaries/Caucuses</p>	<p>Chapter 13, Sections 3-6 Chapter 21, Section 4 Chapter 5, Sections 1-2, 4 Chapter 6* Chapter 7, Sections 1-2 Chapter 8, Sections 1, 3 Chapter 9, Section 3</p>
<p>Unit V: Federalism, State and Local Government Time: 2 weeks</p>	<p>3.1.7 3.3 5.4 6.1.4 6.2</p>	<p>1. What are the advantages of a federal system? 2. How are powers shared and divided between federal, state and local governments?</p>	<p>Reserved powers Concurrent powers Supremacy Clause (Article 6) 10th Amendment</p>	<p>Chapter 4, Section 1 Chapter 24* Chapter 25, Section 1</p>


		<p>3. What are the specific functions of state and local government?</p> <p>4. What Constitutional limits are placed on the power of the states?</p> <p>5. What Constitutional limits are placed on the federal government over the states?</p>		
<p>Unit VI: <i>Citizenship and Civil Liberties</i> Time: 3 weeks</p>	<p>5.3 5.4</p>	<p>1. What are the rights guaranteed to citizens?</p> <p>2. What happens when rights conflict?</p> <p>3. What are the limits on personal, political and economic rights, and why are rights not unlimited?</p> <p>4. Other than voting, how can individuals participate in the political process?</p>	<p>Bill of Rights 1st Amendment Civil liberties Civil rights Right to privacy Conflicting rights Rights of accused 14th Amendment</p>	<p>Chapter 19* Chapter 20* Chapter 21*</p>

* abridged as teacher sees fit

IX.A.3.



TO: Trustees, Board of Education

FROM: Bonnie P. Riutta  Interim Superintendent of Schools

RE: Economics, New Course

DATE: May 6, 2009

Again, due to the Merit Curriculum requirements, the Social Studies Department worked on a semester Economics course to align with the required Merit Curriculum. The course will be taught by a highly qualified teacher with social studies certification. The Economics textbook will be purchased from TCI in the amount of \$18,748.

As noted in the attached information, the Consumer Economics course will remain an option for students to meet the fourth year mathematics requirement.

The Economics course proposal will be placed on the May 26 agenda for Board consideration.



May 05, 2009

Baiba Jensen
Executive Director for Curriculum Services

To: Bonnie Riutta

From: Baiba Jensen

Re: Economics Course proposal

The high school social studies department has been working on a semester course in Economics that aligns with the new high school Merit curriculum. This is a general economics course that has to be taught by a highly qualified teacher with social studies certification.

We have not had a credit requirement at the high school for a course with these outcomes. It was recommended by the High School Task Force last spring that the Consumer Economics course, that was a senior requirement at the high school for many years, still be available to students to meet their fourth year mathematics requirement. This is a practical course that can complement what will be done in the social studies department.

Attached is the curriculum alignment with essential outcomes for this course. The textbook proposal from TCI in the amount of \$18,748 is also attached. This text is inquiry-based and we are using the same publisher at the middle and high school levels in social studies with great success.

I am requesting that the new economics course proposal be placed on the May 11th board agenda for discussion.

Jdl
Attachment

Economics Course Alignment

Unit/Time Frame	High School Content Expectations	Unit Objectives/Essential Questions	Key Concepts	Econ Alive Chapters/ Ancillary Resources
Unit One: Introduction to Economics Time: 3 weeks	1.1.1 1.1.2 1.2.3 4.1.5	Unit Objectives: <ol style="list-style-type: none"> Students will understand the Economic Principles and why they are important Students will learn how to construct and evaluate data using charts, tables, graphs, etc. Students will understand how to analyze costs vs. benefits Students will understand alternative courses of action/other directions and that all decisions come with a cost Students will understand the factors of production and how production of one product affects another Students will compare and contrast the different economic systems in the world today Students will evaluate the meaning, implication, and impact of historical events on the world economy today Students will define the role of business and entrepreneurship in the economy Essential Questions: <ol style="list-style-type: none"> What is economics and what are the Economic Principles? Why do we study economics? How do people make decisions? What is the state of our economy, and why do we care? How do different types of economies compare (what to produce, how to produce, for whom to produce)? 	Economic Principles Scarcity Costs vs Benefits Entrepreneurship and Corporations Risk and reward Utility Production Possibility Function (curve) Thinking at the Margin Factors of Production: Land, Labor, Capital Physical and Human Capital Opportunity Cost Incentives Trade Markets/Types of markets Traditional Economies Market economies Command economies Mixed economies Free enterprise Consequences Needs vs Wants	Chapter 1 Chapter 2 Chapter 3 Chapter 9 Chapter 10 (partially)

**Brighton High School Social Studies
Spring 2009**

Unit/Time Frame	High School Content Expectations	Unit Objectives/Essential Questions	Key Concepts	Econ Alive Chapters/ Ancillary Resources
Unit Two: How Markets Work Time: 4 Weeks	1.2.2 1.3.1 1.3.2 1.3.3 1.4.1 1.4.2	<p>Unit Objectives:</p> <ol style="list-style-type: none"> Students will understand how supply and demand, and changes in supply and demand, affect the price of goods in our economy Students will be able to construct and evaluate graphs, charts, and tables showing the effects of supply and demand on price and on each other. Students will understand and analyze the factors that can lead to changes in supply and demand. Students will be able to explain elasticity of supply and demand and how that affects the price of products. Students will understand the role of government intervention in the economy and how the gov't. can affect supply/demand. Students will analyze how markets and competition can affect the price of goods. <p>Essential Questions:</p> <ol style="list-style-type: none"> What are the laws of supply and demand and how do they affect the market? What shifters change supply and demand of goods? What makes markets succeed or fail? How can the government affect the market? 	Law of Supply Law of Demand Supply and demand curves and shifts Price and Price Elasticity Market Equilibrium Complementary Goods Substitute Goods Consumption Price ceiling Price floor Government intervention in economies Laissez-faire government Monopoly Oligopolies Conglomerate Perfect competition Minimum wage Interest rates Public policy Externalities	Chapter 5 Chapter 6 Chapter 7

**Brighton High School Social Studies
Spring 2009**

Unit/Time Frame	High School Content Expectations	Unit Objectives/Essential Questions	Key Concepts	Econ Alive Chapters/ Ancillary Resources
Unit Three: Economics in the Public Sector Time: 5 Weeks	1.2.1 1.4.3 1.4.4 1.4.5 2.1.1 2.1.2 2.1.3 2.1.4 2.1.5 2.1.6 2.1.7 2.1.8 2.2.1 2.2.2 2.2.3 2.2.4 2.2.5	<p>Unit Objectives:</p> <ol style="list-style-type: none"> Students will understand the regulatory roles that the government plays in our economy. Students will understand what taxes are and what their role is in the economy, i.e. revenue generation. Students will analyze the effects of various taxes and types of taxes on the individual and on society as a whole. Students will be able to explain the various tools that are used through fiscal and monetary policy to stabilize the economy and to analyze their effectiveness. Students will be able to identify trends in unemployment and inflation and understand what they tell us about the health of the economy. Students will gain knowledge of past economic trends, such as recession or depression, and compare these trends to today. Students will analyze the trends that are shaping today's labor market. Students will be able to compare wages/earnings and determine the factors that influence wages. Students will understand the role unions play in the labor market, both historically and today. <p>Essential Questions:</p> <ol style="list-style-type: none"> How should the government carry out its economic role? Where does the government get its money and how does it spend it? How has the economy of the U.S. historically grown and shrunk? What is the role of labor in the market economy? 	Regulatory agencies Taxes/tax rates Progressive/graduated/flat taxes Types of taxes (bogus, inheritance, sales, excise, luxury) Spending Fiscal and monetary policy FDIC Deficit spending National debt The FED – Federal Reserve Interest rates Employment Unemployment (cyclical, structural, and frictional) Labor and labor unions Women and minorities – employment rates, cost of child care, single mothers and employment Welfare Revenue Treasury Gold-standard Inflation/deflation Recession/depression GDP Money supply Consumer price index Stimulus Crowding out	Chapter 10 Chapter 11 Chapter 12 Chapter 13 Chapter 14

Unit/Time Frame	High School Content Expectations	Unit Objectives/Essential Questions	Key Concepts	Econ Alive Chapters/ Ancillary Resources
Unit Four: The Global Economy Time: 5 weeks	2.1.9 3.1.2 3.1.3 3.1.6 3.2.2 3.2.3 3.2.4 3.2.5	<p>Unit Objectives:</p> <ol style="list-style-type: none"> Students will understand globalization and its effects on the economies of the world. Students will be able to identify different economic philosophies and how they affect international business and trade options. Students will be able to explain how specialization leads to economic interdependence. Students will be able to compare and contrast the benefits and drawbacks of international trade. Students will analyze global trading policies, understand how trade is financed, and explain how currency and exchange rates are linked. Students will be able to identify and explain the role of the four main players of globalization: 1) international organizations; 2) nongovernmental agencies; 3) multinational corporations; 4) sovereign nation-states. Students will analyze the effects of globalization on economic development. Students will analyze the effects of globalization on the environment. Students will analyze the effects of globalization of local cultures, especially those in developing nations. <p>Essential Questions:</p> <ol style="list-style-type: none"> What is the role of the United States in the global economy? How does trade benefit all parties involved? How can trade hurt economies? What are the social and environmental effects of globalization? 	Globalization Socialism, Capitalism, Communism Exchange Production and Distribution Consumption Goods vs Services Equal opportunity Economic freedom Profit motive Limited government Interdependence Absolute and comparative advantage Specialization Outsourcing Off shoring Supply chaining International Monetary Fund World Trade Organization World Bank Micro-lending Exports/Imports Subsidies, Tariffs and Quotas Product standards Balance of trade Developing nations Industrialized nations Transitional economies Standard of Living Per capita GDP Exchange rates	Chapter 4 Chapter 15 Chapter 16

Unit/Time Frame	High School Content Expectations	Unit Objectives/Essential Questions	Key Concepts	Econ Alive Chapters/ Ancillary Resources
Unit Five: Personal Finance Time: Every Friday ~ Personal Finance Fridays	4.1.1 4.1.2 4.1.3 4.1.4 4.1.5 4.1.6	Unit Objectives: <ol style="list-style-type: none"> Students will understand the key components of personal finance such as, money management, opening and maintain savings/checking accounts, credit, and investment. Students will develop a personal finance strategy and a budget and understand the impact of saving vs. spending. Students will analyze the effects of credit on their personal finances, including being able to pull and analyze their credit report. Students will understand investment options and risks to help them invest their money wisely. Essential Questions: <ol style="list-style-type: none"> What are the consequences of saving vs. spending? How should you spend, save, and invest your money? How does the banking system work? What are the positive and negative effects of credit in personal finance? 	Earnings Spend, save, invest, give Diversification Marginal benefits Debt snowball Stocks Bear/bull market Risk Dividends Identity theft Mutual and hedge funds College planning Investing Interest Saving Assets Budget Banking Money management Credit Mortgage/subprime mortgage ARM Insurance APR Retirement funds and pensions	Chapter 8



Brings Learning Alive!

Michigan - Grades 10, 11 Economics Content Standards

Econ Alive! The Power to Choose

Michigan Standards for Economics, Grades 10, 11

Where Standards Are Addressed

SOC.1 V.1 All students will describe and demonstrate how the economic forces of scarcity and choice affect the management of personal financial resources, shape consumer decisions regarding the purchase, use, and disposal of goods and services and affect the economic well-being of individuals and society. (Individual and Household Choices)

HS.1 Design a strategy for earning, spending, saving, and investing their resources.

Program: The Power to Choose

Lesson/Chapter: All

Toolkit pages: 28-29, 30-31, 50-51, 52-53, 54-55, 56-57

Lesson/Chapter: 8. Money, Banking, Saving, and Investing

Lesson Guide pages: 101-110

Student Edition pages: 140-160

Online Resources pages: Mortgage and Interest Simulations; PBS Frontline: The Secret History of the Credit Card; U.S. Federal Reserve: Federal Reserve Education; Forbes Digital Company: Investopedia

Lesson Masters pages: 81-99

Lesson/Chapter: 10. Human Capital and the Labor Market

Lesson Guide pages: 125-137

Student Edition pages: 184-204

Overhead Transparencies pages: 18

Online Resources pages: U.S. Department of Labor, Bureau of Labor Statistics: Resources for Students; AFL-CIO: America's Union Movement; CareerPlanner.com: Top Jobs for the Future

Lesson Masters pages: 111-123

HS.2 Evaluate the impact on households of alternative solutions to societal problems such as health care, housing, or energy use.

Program: The Power to Choose

Lesson/Chapter: 2. Economic Decision Making
Lesson Guide pages: 15-27

Student Edition pages: 18-34

Overhead Transparencies pages: 5-14

Placard pages: 1-16

Online Resources pages: Global Envision: The Confluence of Global Markets and Poverty Alleviation; PBS: They Made America—Innovation and Entrepreneurship in American History; Library of Economics and Liberty: Opportunity Cost

Lesson Masters pages: 9-17

Michigan Standards for Economics, Grades 10, 11

Where Standards Are Addressed

HS.1 Outline the decision making process a business goes through when deciding whether to export to a foreign market.

Program: The Power to Choose

Lesson/Chapter: 4. Gains from Trade
Lesson Guide pages: 39-51

Student Edition pages: 56-72

Online Resources pages: The Levin Institute:
Globalization101.org—Trade and Globalization;
Interdependence and Trade Online Games; George
Mason University—The Institute for Humane Studies:
The Desert Island Trading Game

Lesson Masters pages: 25-35

HS.2 Evaluate ways to resolve conflicts resulting from differences between business interests and community values.

Lesson/Chapter: 15. The Global Economy
Student Edition pages: 298-300

Program: The Power to Choose

Lesson/Chapter: 9. Entrepreneurs and Business
Organizations
Lesson Guide pages: 111-125

Student Edition pages: 162-182

Overhead Transparencies pages: 16-17

Placard pages: 17-25

Online Resources pages: Junior Achievement
Student Center: Your Map to Tomorrow; PBS's The
New Heroes: Social Entrepreneurs; Business
Organization and Planning; SCORE: Counselors to
America's Small Business; U.S. Small Business
Administration

Lesson Masters pages: 99-111

SOC.1 All students will describe how government decisions on
V.3 taxation, spending, public goods, and regulation impact what is
produced, how it is produced, and who receives the benefits of
production. (Role of Government)

HS.1 Describe the use of economic indicators and assess their accuracy.

Program: The Power to Choose

Lesson/Chapter: 13. Measuring the Economy
Lesson Guide pages: 161-174

Student Edition pages: 250-270

Overhead Transparencies pages: 28-35

Online Resources pages: Investopedia: Economic
Indicators: Overview; U.S. Department of Commerce,
Bureau of Economic Analysis: U.S. Economic
Accounts; PBS Presents: Commanding
Heights—Country Reports on Growth and Inflation

Lesson Masters pages: 141-151

HS.3 Analyze ways individuals can select suppliers of goods and services and protect themselves from deception in the marketplace.

Lesson/Chapter: 10. Human Capital and the Labor Market
Student Edition pages: 194

Lesson/Chapter: 13. Measuring the Economy
Student Edition pages: 253, 256
Program: The Power to Choose

Lesson/Chapter: All
Toolkit pages: 44-45, 46-47

Lesson/Chapter: 5. Demand and Supply
Lesson Guide pages: 53-71

Student Edition pages: 74-96

Online Resources pages: How Stuff Works: How Gas Prices Work; Fair Trade Resource Network: Education and Discussion to Make Trade Fair

Lesson Masters pages: 35-49

Lesson/Chapter: 6. Markets, Competition, and Prices
Lesson Guide pages: 71-85

Student Edition pages: 98-116

Online Resources pages: The National Archives: America on the Homefront—Rationing and Price Controls; Economic Policy Institute: Minimum Wage

Lesson Masters pages: 49-65

Lesson/Chapter: 7. Market Structures and Market Failures
Lesson Guide pages: 85-99

Student Edition pages: 118-138

Overhead Transparencies pages: 15

Online Resources pages: Oligopoly Watch: The Latest Maneuvers of the New Oligopolies and What They Mean; Ohio History Central: Monopoly

Lesson Masters pages: 65-81

SOC.1 All students will explain and demonstrate how businesses
V.2 confront scarcity and choice when organizing, producing, and
using resources, and when supplying the marketplace.
(Business Choices)

Michigan Standards for Economics, Grades 10, 11**Where Standards Are Addressed**

HS.2 Distinguish between monetary and fiscal policy and explain how each might be applied to problems such as unemployment and inflation.

Program: The Power to Choose

Lesson/Chapter: 13. Measuring the Economy
Lesson Guide pages: 161-174

Student Edition pages: 250-270

Overhead Transparencies pages: 28-35

Online Resources pages: Investopedia: Economic Indicators: Overview; U.S. Department of Commerce, Bureau of Economic Analysis: U.S. Economic Accounts; PBS Presents: Commanding Heights—Country Reports on Growth and Inflation

Lesson Masters pages: 141-151

Lesson/Chapter: 14. Monetary and Fiscal Policy
Lesson Guide pages: 175-189

Student Edition pages: 272-294

Overhead Transparencies pages: 35

Online Resources pages: Federal Reserve Education: Monetary Policy; Tax Policy Center: The Tax Policy Briefing Book

Lesson Masters pages: 151-169

HS.3 Compare governmental approaches to economic growth in developing countries.

Program: The Power to Choose

Lesson/Chapter: 15. The Global Economy
Lesson Guide pages: 191-201

Student Edition pages: 296-316

Online Resources pages: Office of the U.S. Trade Representative; PBS Bill Moyers Journal: The Balance of Trade

Lesson Masters pages: 169-181

Lesson/Chapter: 16. Challenges of the Global Economy
Lesson Guide pages: 201-215

Student Edition pages: 318-340

Overhead Transparencies pages: 36-39

Online Resources pages: The World Bank Group: You Think! But Do You Know? Globalization; The Levin Institute: Globalization101.org

Lesson Masters pages: 181-189

Michigan Standards for Economics, Grades 10, 11	Where Standards Are Addressed
HS.4 Evaluate a government spending program on the basis of its intended and unintended results.	<p>Program: The Power to Choose</p> <p>Lesson/Chapter: 11. Government and the Economy Lesson Guide pages: 139-149</p> <p>Student Edition pages: 206-228</p> <p>Overhead Transparencies pages: 19-28</p> <p>Placard pages: 25-41</p> <p>Online Resources pages: U.S. Department of Labor, Occupational Safety and Health Administration; PBS Frontline: A Dangerous Business; Federal Deposit Insurance Corporation</p>
HS.5 Select criteria to use in evaluating tax policy.	<p>Lesson Masters pages: 123-129</p> <p>Program: The Power to Choose</p> <p>Lesson/Chapter: All Toolkit pages: 18-19</p> <p>Lesson/Chapter: 12. Taxes and Taxation Lesson Guide pages: 149-159</p> <p>Student Edition pages: 230-248</p> <p>Online Resources pages: Internal Revenue Service; Student's Page—High School; Tax Policy Center; PBS Frontline: Tax Me If You Can</p>
<p>SOC.1 All students will explain how a free market economic system works, as well as other economic systems, to coordinate and facilitate the exchange, production, distribution, and consumption of goods and services. (Economic Systems)</p> <p>V.4</p>	<p>Lesson Masters pages: 129-141</p> <p>Program: The Power to Choose</p> <p>Lesson/Chapter: 1. An Economic Way of Thinking Student Edition pages: 8-9</p> <p>Lesson/Chapter: 3. Economic Systems Student Edition pages: 51-53</p> <p>Lesson/Chapter: 5. Demand and Supply Lesson Guide pages: 53-70</p> <p>Student Edition pages: 74-96</p> <p>Online Resources pages: How Stuff Works: How Gas Prices Work; Fair Trade Resource Network: Education and Discussion to Make Trade Fair</p>
HS.1 Use case studies to exemplify how supply and demand, prices, incentives, and profits determine what is produced and distributed in a competitive world market.	<p>Lesson Masters pages: 35-49</p>

HS.2 Describe relationships between a domestic economy and the international economic system.

Lesson/Chapter: 6. Markets, Competition, and Prices
Lesson Guide pages: 71-85

Student Edition pages: 98-116

Online Resources pages: The National Archives:
America on the Homefront—Rationing and Price
Controls; Economic Policy Institute: Minimum Wage

Lesson Masters pages: 49-65

Program: The Power to Choose

Lesson/Chapter: 15. The Global Economy
Lesson Guide pages: 191-201

Student Edition pages: 296-316

Online Resources pages: Office of the U.S. Trade
Representative; PBS Bill Moyers Journal: The
Balance of Trade

Lesson Masters pages: 169-181

Program: The Power to Choose

Lesson/Chapter: 3. Economic Systems
Lesson Guide pages: 27-39

Student Edition pages: 36-54

Overhead Transparencies pages: 14

Online Resources pages: PBS: Commanding
Heights—The Battle for the World Economy

Lesson Masters pages: 17-25

Lesson/Chapter: 12. Taxes and Taxation
Student Edition pages: 231-234

Program: The Power to Choose

Lesson/Chapter: 3. Economic Systems
Student Edition pages: 44

Lesson/Chapter: 8. Money, Banking, Saving, and
Investing
Student Edition pages: 141, 145

Lesson/Chapter: 9. Entrepreneurs and Business
Organizations
Student Edition pages: 163, 170-174, 178, 182-183

HS.3 Evaluate the United States and other economic systems on their ability to achieve broad social goals such as freedom, efficiency, equity, security, development, and stability.

HS.4 Describe relationships among the various economic institutions that comprise economic systems such as households, business firms, banks, government agencies, and labor unions.

HS.5 Compare and contrast a free market economic system with other economic systems.	<p>Lesson/Chapter: 10. Human Capital and the Labor Market Student Edition pages: 198-201 Program: The Power to Choose</p> <p>Lesson/Chapter: 3. Economic Systems Lesson Guide pages: 27-39</p> <p>Student Edition pages: 36-54</p> <p>Overhead Transparencies pages: 14</p> <p>Online Resources pages: PBS: Commanding Heights—The Battle for the World Economy</p> <p>Lesson Masters pages: 17-25</p>
<p>SOC.J All students will describe how trade generates economic development and interdependence and analyze the resulting challenges and benefits for individuals, producers, and government. (Trade)</p> <p>V.5</p>	
HS.1 Evaluate the benefits and problems of an economic system built on voluntary exchange.	<p>Program: The Power to Choose</p>
HS.2 Trace the historical development of international trading ties.	<p>Lesson/Chapter: 4. Gains from Trade Student Edition pages: 60-61 Program: The Power to Choose</p>
HS.3 Explain how specialization, interdependence and economic development are related.	<p>Lesson/Chapter: 15. The Global Economy Student Edition pages: 310 Program: The Power to Choose</p>
HS.4 Describe the effect of currency exchange, tariffs, quotas, and product standards on world trade and domestic economic activity.	<p>Lesson/Chapter: 4. Gains from Trade Student Edition pages: 58-66 Program: The Power to Choose</p> <p>Lesson/Chapter: 8. Money, Banking, Saving, and Investing Student Edition pages: 145</p>
	<p>Lesson/Chapter: 11. Government and the Economy Student Edition pages: 219-220</p>


TCI

Brings Learning Alive!

Proposal 4/13/2009

 BAIBA JENSEN
 BRIGHTON AREA SCHOOL DISTRICT
 125 S CHURCH ST
 BRIGHTON MI, 48116-2403

Dear BAIBA JENSEN,

Thank you for the opportunity to present our proposal for the following products. This offer is good until 5/13/2009.

Product						
Qty	Item	Item #	Item Type	Price	List Total	Extended Total
280	Econ Alive! The Power to Choose Student Edition	26-7	Ship	\$62.00	\$17,360.00	\$17,360.00
4	Econ Alive! The Power to Choose Teacher Resources	25-0	Gratis	\$450.00	\$1,800.00	\$0.00
Subtotal					\$19,160.00	\$17,360.00
Shipping and Handling @ 8%					\$1,532.80	\$1,388.80
Total					\$20,692.80	\$18,748.80

Professional Development						
Qty	Item	Item #	Item Type	Price	List Total	Extended Total
1	TCI Product Orientation	PD-ORIENT ATION	Gratis	\$1,500.00	\$1,500.00	\$0.00
Total					\$1,500.00	\$0.00

Gratis Total					\$3,300.00	
You Pay					\$18,748.80	

If sales tax is applicable, please add the appropriate sales tax amount to your purchase order (sales tax only applies to product). The shipping and handling fees apply to products only as well.

Please contact me with any questions regarding this proposal. We thank you again for this opportunity.

Sincerely,

Matt Moorman
 Customer Consultant
 Phone: (800) 367-6165
 mmoorman@teachtc i.com

IX.B.1.



TO: Trustees, Board of Education
FROM: Bonnie P. Riutta, Interim Superintendent of Schools
RE: LESA Budget, 2009/2010
DATE: May 6, 2009

Attached is a copy of the 2009/2010 LESA Budget that Mike Hubert-LESA Assistant Superintendent for Finance, will present on Monday night, an Executive Summary of the budget and Resolutions Approving or Disapproving the budget. The LESA budget must be submitted to each local Board of Education within the Intermediate School District for consideration.

Two resolutions are presented for the Board's consideration. One resolution calls for the approval of the 2009/2010 budget and the second resolution, if adopted, objections to the proposed 2009/2010 LESA budget. If the Board adopts the Resolution Disapproving the LESA 2009/2010 Budget, the Board is required to submit the reason(s) for objection before the budget is submitted to the LESA Board for adoption. A copy of the resolution must be forwarded to LESA no later than June 1, 2009.

Motion

Moved by:

Supported by:

To adopt the Resolution _____ as presented.

Voice vote:

_____ Ayes

_____ Nays



Livingston ESA 2009-2010 Budget

Executive Summary

The 2009-2010 budget recommendation includes a significant number of staffing changes that are intended to help preserve the quality of services offered by the Agency. The financial challenges for the Agency in 2009-2010 are extensive. Revenues generated by property taxes will be less than 2008-2009 and state revenues for general education will decrease by as much as 20% if the Governor's budget recommendation is enacted.

The budget plan put forward includes expenditure reductions in three primary categories:

- ***"Elastic" budget changes*** – As student numbers decline within the county – both general education and special education – staffing levels need to change accordingly. The growth of the 1990's and early 2000's tapered off significantly in 2007. The Agency appropriately started changing the staff allocation methodologies at that time and stopped adding staff each year. The recommendation is now to reduce staff based on the same criteria.
- ***"Service Delivery" budget changes*** – To continue providing highly valued services and to fulfill the commitments expressed in the Agency's strategic plan, recommendations are being made to significantly reduce certain staffing categories in order to expand existing consultative models.
- ***"Program Discontinuation" budget changes*** – One instructional program has been excluded from the budget based on notices provided to administrative staff at the Agency.

Overall, the budget recommendation stays in line with the financially conservative nature of the Agency. The fund balance levels are expected to slightly exceed levels established in Board Policy in order to allow the Agency time to adjust to any additional financial challenges that may emerge during the fiscal year.



Livingston ESA 2009-2010 Budget

Primary Budget Assumptions:

Revenues

1. Taxable Value *Decrease* of 3%.
2. Indirect Cost rate for federal programs at 6.46%.
3. Federal and State Grant Revenue Increases at 1% over the Prior Year, with some exceptions resulting in grant revenues equal to 2008-2009 levels.
4. Federal American Recovery and Reinvestment Act ("ARRA") of 2009 Individuals with Disabilities Education Act budgeted at the estimated award of \$6,350,750.
5. General Fund Section 81 Revenues equal to 80% of the 2008-2009 funding level.

Expenditures

1. Supplemental Operational Support to local districts has not been included in the special education fund budget. Notice was provided last year that only the base operational support amounts could be expected.
2. Wage increase of 1.6% based on existing labor agreements. Transportation is currently in negotiations and competitive proposals for privatized services will be solicited for that department. Head Start staff are budgeted at the same rate as 2008-2009 due to the likelihood that no increase in federal funding will be available.
3. Step increases as permitted by the staff person's existing salary scale. Head Start has no step increases planned due to the reasons noted in #1 above.
4. Health Insurance (EHIM Wrap Plan):
 - a. Health premium increase of 10% (all increases between 5% and 10% are paid by the employee. Increases above 10% are split between the Agency and the employee.
 - b. Office Visit Co-Payment reimbursement (self-insurance risk) at \$10 per employee per month.
 - c. No increase in administrative fees for TPA services.
 - d. Self-Insurance WRAP at 85% utilization.
 - e. Vision premium increase of 10%.



Livingston ESA 2009-2010 Budget

- f. Prescription Drug self-insurance increase of 10%.
 5. Retirement rate at 16.94% (16.54% in 2008-2009).
 6. Workers' Compensation at 2008-2009 rates.
 7. Life & AD&D at 2008-2009 rates.
 8. Dental rates at a 10% increase over 2008-2009 levels.
 9. Replacement computers are budgeted at the 2008-2009 amounts. (Note: A re-allocation process will occur after the life-cycle inventory plans are completed.)
 10. Transfers to Washtenaw ISD for General Education Administration Services increased at 5% over the 2008-2009 budget amounts.
-

2009-2010 Expenditure Reductions:

"Elastic" Budget Changes:

- Reduction of 2.2 FTE's in the psychologist staffing allocations
- Reduction of 0.4 FTE's in the teacher consultant staffing allocations
- Reduction of 3.3 FTE's in the school social worker staffing allocations
- Reduction of 1.5 FTE's from the early childhood program staff
- Reduction of 1.0 FTE's from the special education administrative staffing allocations

"Service Delivery" Budget Changes:

- Eliminate 6.0 FTE's out of 7.0 FTE's from the certified occupational therapist assistant staff allocations and replace them with 3.6 FTE's in the certified occupational therapist professional staff. This change is intended to more deeply implement a consultative model targeted at supporting general education teachers.

"Program Discontinuation" Budget Changes:

- The Renaissance Alternative Education Program will be closed. Costs are budgeted for unemployment and close-out items only. A program termination resolution is currently being negotiated with participant districts.
-



Livingston ESA 2009-2010 Budget

Financial Trend Data:

Livingston ESA Fund Balance Levels:

The fund balance for both the General Education Fund and the Special Education Fund will decrease in accordance with the fund balance reduction plan initiated in 2006-2007.

General Education	2006-2007	2007-2008	2008-2009	2009-2010
Expenditures	\$7,509,223	\$7,519,122	\$8,018,918	\$6,956,149
Fund Balance	\$1,648,433	\$1,386,747	\$1,087,007	\$771,288
Percentage	21.2%	18.4%	13.6%	11.0%

Special Education	2006-2007	2007-2008	2008-2009	2009-2010
Expenditures	\$34,546,487	\$37,152,818	\$37,540,667	\$42,256,271
Fund Balance	\$6,247,073	\$5,831,007	\$5,149,463	\$4,967,391
Percentage	18.1%	15.7%	13.7%	11.7%

Local District Fund Balance Percentages:

	2004-2005	2005-2006	2006-2007	2007-2008
Brighton	8.51%	6.12%	3.10%	0.31%
Fowlerville	6.59%	6.38%	8.05%	7.45%
Hartland	2.06%	2.74%	4.70%	5.60%
Howell	3.57%	2.70%	5.18%	6.61%
Pinckney	8.24%	8.77%	5.75%	2.80%

Strategic Plan:

- The objective of providing \$500,000 of annual support for new programs within the county could be achieved by adding the expenditures to the budget. However, doing so would add to the structural deficit noted above.



Livingston ESA 2009-2010 Budget

Future Planning Issues:

- ***Decline in Taxable Values*** –The recent decline in taxable value levels is expected to continue in 2010-2011. The extent to which decreases will occur is not known. The Agency will work with neighboring ISD's and the Livingston County Equalization Director to stay aware of future trends in taxable value changes.
- ***American Recovery and Reinvestment Act of 2009*** – The Agency will work with the local districts to develop plans for the utilization of available ARRA Funds during the 2009-2010 and 2010-2011 fiscal years.
- ***Maintenance of Fiscal Effort*** – This federal compliance requirement is a very important standard to achieve. If the Agency were ever to be found to not maintain fiscal effort it would be required to send back to the Federal Government a portion of the Federal grants they receive. Based on projected spending trends the Agency will comply with the requirements as long as the budget is implemented as planned. The receipt of "ARRA" funds will require the consideration of additional and complex factors associated with maintenance of fiscal effort compliance.

Livingston Educational Service Agency

2009-2010 Proposed Budget

***LESA Mission: LESA provides highly valued service through
leadership, innovation and collaboration.***

Agenda

- Process for LESA Budget Adoption
- Overview of LESA Financial Structure
- Primary Budget Assumptions
- Budget Summary
- Planned Use of Fund Balance
- Questions & Answers

LESA Mission: LESA provides highly valued service through leadership, innovation and collaboration.

LESA Board of Education

Julie H. Hill, President

LuAnn G. Loy, Vice-President (Burlington)

Harold E. Fryer, Secretary (Fowlerville)

Gary J. Kaiser, Treasurer (Pinckney)

Charles W. (Bill) Manuel, Trustee (Howell)

LESA Mission: LESA provides highly valued service through leadership, innovation and collaboration

Process for LESA Budget Adoption

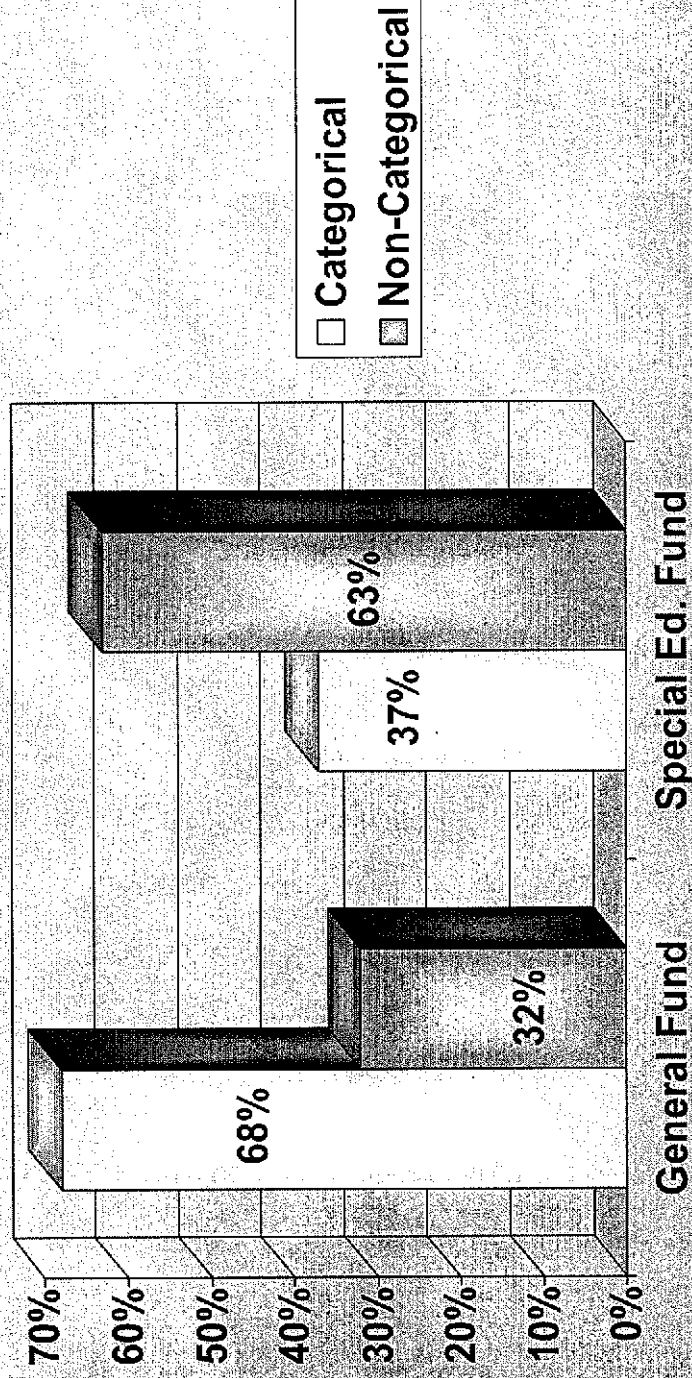
Section 624 of the Revised School Code created an approval/disapproval process of the LESA general fund budget by local boards. While the law only specifies the general fund budget be reviewed by local boards, LESA will also submit its special education fund budget for review. The following calendar outlines the steps and deadlines for the process:

By June 1 st	Local boards review the LESA proposed budgets and adopt a resolution expressing support or disapproval; if disapproval, submit any specific objections and proposed changes to LESA
By June 30 th	LESA board considers any objections or proposed changes
By July 1 st	LESA board holds budget hearing and approves budget

LESA Mission: *LESA provides highly valued service through leadership, innovation and collaboration.*

LESA Financial Structure

- “Categorical” Spending Classifications
 - Expenditures that are limited to a specific revenue source, such as a grant or consortium program



LESA Mission: LESA provides highly valued service through leadership, innovation and collaboration.

LESA Financial Structure

- Two Primary Financial Funds

- **General Education Fund**

- Major Sources of Revenues

- Allocated Property Tax Levy (0.0670 mills)
 - State-Aid (not per-student based)
 - State Grants (Early Childhood, School Readiness, Great Parents-Great Start)
 - Federal Grants (Head Start, Vocational Education, Safe & Drug Free Schools)
 - Consortium Billings (Data Processing, Career & Technical Education, Homebound Instructional Services, Substitute Placement Services)

LESA Mission: LESA provides highly valued service through leadership, innovation and collaboration.

LESA Financial Structure

- Two Primary Financial Funds (Con't.)

- **Special Education Fund**

- Major Sources of Revenues

- Special Education Tax Levy

- **3.31** mills approved in 1962, 1974, and 1988
 - Due to Headlee “rollbacks” the current millage levy is **2.2691** mills
 - Using a taxable value of 7.6 billion, a “Headlee Override” could generate in the neighborhood of \$7.7 million per year.

LESA Mission: LESA provides highly valued service through leadership, innovation and collaboration.

LESA Financial Structure

- Two Primary Financial Funds
 - **Special Education Fund**
 - Major Sources of Revenues (Con't.)
 - State-Aid (Reimbursement for qualified special education costs at 28.6% of actual – Transportation related costs reimbursed at 70.4% of actual)
 - Federal Individual Education Improvement Act (“IDEIA”)
 - Monitoring Grants

LESA Mission: LESA provides highly valued service through leadership, innovation and collaboration.

Budget Changes for 2009-2010

- ***“Elastic” budget changes*** – As student numbers decline within the county – both general education and special education – staffing levels need to change accordingly. The growth of the 1990’s and early 2000’s tapered off significantly in 2007. The Agency appropriately started changing the staff allocation methodologies at that time and stopped adding staff each year. The recommendation is now to reduce staff based on the same criteria.
- ***“Service Delivery” budget changes*** – To continue providing highly valued services and to fulfill the commitments expressed in the Agency’s strategic plan, recommendations are being made to significantly reduce certain staffing categories in order to expand existing consultative models.
- ***“Program Discontinuation” budget changes*** – One instructional program has been excluded from the budget based on notices provided to administrative staff at the Agency.

LESA Mission: LESA provides highly valued service through leadership, innovation and collaboration.

Primary Budget Assumptions

General & Special Education Revenues:

- Taxable Value Decrease of 3% with a Millage Reduction Fraction of 0.000
- 20% Decrease in General Fund State-Aid Allocation
- Special Education Fund reimbursements consistent with expenditure growth
- American Recovery and Reinvestment Act Award of \$6.3 million.

LESA Mission: LESA provides highly valued service through leadership, innovation and collaboration.

Primary Budget Assumptions

General & Special Education Expenditures:

- Retirement Rate Increase from 16.54% to 16.94%
- Health Care Costs increase of 10% (subject to negotiated caps)
- ***“Operational Support”*** equal to prior year plus inflationary increase of 4.1%
- Replacement of five school buses based on life-cycle replacement needs

LESA Mission: LESA provides highly valued service through leadership, innovation and collaboration.

Primary Budget Assumptions

General & Special Education Expenditures:

• Staff Reductions:

- Reduction of 2.2 FTE's in the psychologist staffing allocations
- Reduction of 0.4 FTE's in the teacher consultant staffing allocations
- Reduction of 3.3 FTE's in the school social worker staffing allocations
- Reduction of 1.5 FTE's from the early childhood program staff
- Reduction of 1.0 FTE's from the special education administrative staffing allocations

• Service Delivery Net Staff Reductions:

- Eliminate 6.0 FTE's out of 7.0 FTE's from the certified occupational therapist assistant staff allocations and replace them with 3.6 FTE's in the certified occupational therapist professional staff. This change is intended to more deeply implement a consultative model targeted at supporting general education teachers.

LESA Mission: LESA provides highly valued service through leadership, innovation and collaboration.

Budget Summary

2009-2010	General Education	Special Education
Total Budgeted Revenues	\$6,640,430	\$42,074,200
Less Total Budgeted Expenditures	6,956,149	42,256,272
Equals Annual Operating Deficit	(\$315,719)	(\$182,072)
Plus Projected Beginning Fund Balance	\$1,087,007	\$5,149,463
Equals Projected Ending Fund Balance	\$771,288	\$4,967,391
Projected Ending Fund Balance %	11.1%	11.8%

LESA Mission: LESA provides highly valued service through leadership, innovation and collaboration.



2009-2010 Budget Summary

General Education Fund

Budget	
2008-2009	2009-2010
\$	%

Total Revenues	\$ 7,663,019	\$ 6,640,430
Less Expenditures	(8,018,918)	(6,956,149)
Net Deficit	(\$355,899)	(\$315,719)
Less CTE Planned Surplus (repay p/y deficit)	56,159	N/A
Estimated Beginning Fund Balance - July 1	1,386,747	1,087,007
Estimated Ending Fund Balance - June 30	\$ 1,087,007	\$ 771,288
Ending Fund Balance as a Percentage of Expenditures	13.6%	11.1%

Non-Categorical Programs

General Education	757,367	437,004	(320,363)	-42%
Media Center	16,150	16,150	-	0%
Instructional Support	773,517	453,154	(320,363)	-41%
Community Relations	23,000	56,480	33,480	146%
Superintendent	341,262	337,282	(3,980)	-1%
Administration - Superintendent & Board of Education	364,262	393,762	29,500	8%
Attendance Officer	94,035	95,853	1,818	2%
Finance	550,322	552,399	2,077	0%
Human Resources	282,130	289,246	7,116	3%
Network Administration	12,500	12,500	-	0%
Visual Imaging	-	-	-	N/A
Emergency Management	50,000	50,000	-	0%
Administration - Central Services	988,987	999,998	11,011	1%
Superintendents Academy	-	-	-	N/A
Operations & Maintenance	369,643	373,735	4,092	1%
Overhead	369,643	373,735	4,092	1%
Total Non-Categorical Expenditures	2,496,409	2,220,649	(275,760)	-11%
Total Non-Categorical Revenues	2,140,510	1,904,930		
Non-Categorical Expenditures (over)/under Revenues	(355,899)	(315,719)		

Categorical Programs

Applied Technology - LEAD	872,959	824,278	(48,681)	-6%
Applied Technology Consortium	95,000	95,000	-	0%
Homebound	188,412	190,296	1,884	1%
Perkins Grant				N/A



2009-2010 Budget Summary

General Education Fund	Budget		
	2008-2009	2009-2010	Change
			\$ %
Renaissance Alternative Education School	849,123	67,072	(782,051) -92%
Tech Prep Grant	90,456	91,360	904 1%
Consortiums - Instructional	2,095,950	1,268,006	(827,944) -40%
Data Processing Consortium	486,835	486,835	- 0%
Math/Science Center	-	-	- N/A
Math/Science Center	30,000	-	(30,000) -100%
Math/Science Middle School	-	-	- N/A
Substitute Finder System	29,790	23,466	(6,324) -21%
Technology Consortium	150,566	151,560	994 N/A
Consortiums - Support Services	697,191	661,861	(35,330) -5%
Early Childhood Grant - Carryover	43,673	57,260	13,587 31%
Early Childhood Grant	476,000	476,000	- 0%
Great Parents/Great Start	92,585	92,585	- 0%
Great Start Collaborative	80,000	160,000	80,000 100%
Great Parents/Great Start - Carryover	31,207	30,222	(985) -3%
Head Start	1,129,523	1,129,523	- 0%
Head Start Food Service	102,000	186,678	84,678 83%
Head Start/Training	32,820	17,820	(15,000) N/A
Michigan School Readiness Grant	149,600	149,600	- 0%
Michigan School Readiness Grant - Carryover	23,659	27,000	3,341 14%
Early Childhood	2,161,067	2,326,688	165,621 8%
Drug Free Schools Grant	240,356	242,760	2,404 1%
Drug Free Schools Grant - Carryover	75,000	25,000	(50,000) -67%
Drug Free Schools Grant - Carryover - Short Year	43,365	-	(43,365) -100%
Health Education	59,811	60,234	423 1%
MDCH Grant	12,000	12,120	120 1%
Health Education 04/05	6,439	6,439	- 0%
Nutrition Education	120,934	121,996	1,062 1%
Nutrition Education	10,396	10,396	- N/A
Healthy Living	568,301	478,945	(89,356) -16%
Other Programs	-	-	- -14%
Total Categorical Expenditures	5,522,509	4,735,500	(787,009)
Total Non-Categorical Expenditures	2,496,409	2,220,649	
Total General Fund Expenditures	8,018,918	6,956,149	



2009-2010 Budget Summary

Special Education Fund

Budget

	2008-2009	2009-2010	Change
			\$ %

Total Revenues	\$ 36,859,123	\$ 42,074,200	
Less Expenditures	(37,540,667)	(42,256,272)	
Net Deficit	(\$681,544)	(\$182,072)	
Estimated Beginning Fund Balance - July 1	5,831,007	5,149,463	
Estimated Ending Fund Balance - June 30	\$ 5,149,463	\$ 4,967,391	
Ending Fund Balance as a Percentage of Expenditures	13.7%	11.8%	

Non-Categorical Programs

Cognitive and Emotional Impairment Programs - Severe	2,119,349	1,828,280	(291,069)	-14%
Cognitive Impairment Programs - Moderate	1,350,426	1,635,799	285,373	21%
Early Childhood Developmental Delay Programs	1,541,392	1,581,694	40,302	3%
Emotional Impairment	132,909	120,767	(12,142)	-9%
Instructional Programs	5,144,076	5,166,540	22,464	0%
Assistive Technology Programs	135,072	137,192	2,120	2%
Autistic Programs	320,815	327,151	6,336	2%
Cognitive Impairment Programs - Mild	96,880	98,469	1,589	2%
Emotional Impairment Programs	112,708	114,699	1,991	2%
Nursing Programs	123,154	127,229	4,075	3%
Occupational Therapist Programs	68,193	43,077	(25,116)	-37%
Orientation/Mobility Programs	19,620	21,200	1,580	8%
Physical Therapist Programs	25,048	26,695	1,647	7%
Psychology Programs	1,522,284	1,156,088	(366,196)	-24%
Social Worker Programs	175,716	41,193	(134,523)	-77%
Speech and Language Impairment Programs	5,360,973	5,601,811	240,838	4%
Visually Impaired/Hearing Impaired Programs	147,782	122,242	(25,540)	-17%
Work Study Programs	247,344	250,865	3,521	1%
Instructional Support Programs	8,355,589	8,067,911	(287,678)	-3%
Transportation - Garage Services	852,144	919,454	67,310	8%
Transportation - General	4,015,156	4,049,961	34,805	1%
Transportation Services	4,867,300	4,969,415	102,115	2%
Administration - Coordinators and Specialists	1,811,762	1,581,985	(229,777)	-13%
Administration - School Based	1,811,762	1,581,985	(229,777)	-13%
Administration - Director of Special Education	277,872	199,951	(77,921)	-28%
Administration - Fiscal Services	634,936	654,197	19,261	3%



2009-2010 Budget Summary

Special Education Fund	Budget			
			Change	
	2008-2009	2009-2010	\$	%
Compliance Monitoring Programs	69,073	72,232	3,159	5%
Technology Services	105,053	105,053	-	0%
Visual Imaging	87,361	89,570	2,209	3%
Administration - Central Services	1,174,295	1,121,003	(53,292)	-5%
Support Services	6,105,468	5,541,550	(563,918)	-9%
Operational Support and Overhead	6,105,468	5,541,550	(563,918)	-9%
Total Non-Categorical Expenditures	27,458,490	26,448,404	(1,010,086)	-4%
Total Non-Categorical Revenues	26,776,946	26,266,332		
Non-Categorical Expenditures (over)/under Revenues	(681,544)	(182,072)		
Categorical Programs				
Individual Education Improvement Act (IDEIA) Flow through	5,230,604	5,483,251	252,647	5%
IDEIA Carryover (ARRA Award in 2009-2010)	248,477	6,350,750	6,102,273	2456%
IDEIA Flow through	5,479,081	11,834,001	6,354,920	116%
Early On	160,962	160,962	-	0%
Early On - Carryover	15,450	15,450	-	0%
Preschool Grant	152,555	154,080	1,525	1%
Preschool Grant - Carryover	-	-	-	#DIV/0!
Early Childhood	328,967	330,492	1,525	0%
Enhancing Opportunities for Students with Disabilities (EOSD) Grant	55,000	55,000	-	0%
LEAN/RGN	28,000	28,280	280	1%
Service Provider Self Review	-	-	-	N/A
Special Education J&B Cookie Sales	-	-	-	N/A
Special Education Trust & Agency	-	-	-	N/A
Transition	59,500	60,095	595	1%
Other Programs	142,500	143,375	875	1%
Continuous Improvement Monitoring Process	3,100,000	3,000,000	(100,000)	-3%
Continuous Improvement Monitoring Process - Carryover	1,031,629	500,000	(531,629)	-52%
Continuous Improvement Monitoring Process-Carryover #2	-	-	-	N/A
Fiscal Agent Pass-through Grants	4,131,629	3,500,000	(631,629)	-15%
Total Categorical Expenditures	10,082,177	15,807,868	5,725,691	57%
Total Non-Categorical Expenditures	27,458,490	26,448,404		
Total Special Fund Expenditures	37,540,667	42,256,272		

**LOCAL DISTRICT RESOLUTION
FOR APPROVAL OF
THE LIVINGSTON EDUCATIONAL SERVICE AGENCY (LESA)
2009-2010 BUDGET**

_____, Michigan (the "District")

A _____ meeting of the board of education of the District was held in the _____ in the District, on the _____ day of _____, 2009, at _____ o'clock in the _____.

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. Section 624 of the Revised School Code, as amended, requires the intermediate school board to submit its proposed budget not later than May 1 of each year to the board of each constituent district for review; and
2. Not later than June 1 of each year, the board of each constituent district shall review the proposed intermediate school district budget, shall adopt a board resolution expressing its support for or disapproval of the proposed intermediate school district budget, and shall submit to the intermediate school board any specific objections and proposed changes the constituent district board has to the budget.

NOW, THEREFORE BE IT RESOLVED THAT:

1. The Board of Education has received and reviewed the proposed LESA budget in accordance with Section 624 of the Revised School Code, as amended, and by the adoption of this resolution, expresses its support for the proposed LESA budget.
2. The Secretary of the Board of Education or his/her designee shall forward a copy of this resolution to the LESA Board of Education or its superintendent no later than June 1, 2009.

3. All resolutions insofar as they conflict with this resolution be and the same 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 _____, Michigan, hereby certifies that the foregoing is a true and complete copy of a resolution adopted by the Board of Education at a _____ meeting held on _____, 2009, the original of which resolution is a part of the Board's minutes, and further certifies that notice of the meeting was given to the public under the Open Meetings Act, 1976 PA 267, as amended.

Secretary, Board of Education

**LOCAL DISTRICT RESOLUTION
FOR DISAPPROVAL OF
THE LIVINGSTON EDUCATIONAL SERVICE AGENCY (LESA)
2009-2010 BUDGET**

_____, Michigan (the "District")

A _____ meeting of the board of education of the District was held in the _____ in the District, on the _____ day of _____, 2009, at _____ o'clock in the _____.

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. Section 624 of the Revised School Code, as amended, requires the intermediate school board to submit its proposed budget not later than May 1 of each year to the board of each constituent district for review; and
2. Not later than June 1 of each year, the board of each constituent district shall review the proposed intermediate school district budget, shall adopt a board resolution expressing its support for or disapproval of the proposed intermediate school district budget, and shall submit to the intermediate school board any specific objections and proposed changes the constituent district board has to the budget.

NOW, THEREFORE BE IT RESOLVED THAT:

1. The Board of Education has received and reviewed the proposed LESA budget in accordance with Section 624 of the Revised School Code, as amended, and by the adoption of this resolution, expresses its objections to certain portions of the proposed LESA budget. The objections, along with proposed changes, if any, are set forth on Exhibit A attached hereto and incorporated herein by reference.

2. The Secretary of the Board of Education or his/her designee shall forward a copy of this resolution to the LESA Board of Education or its superintendent no later than June 1, 2009, along with the specific objections and proposed changes that this Board has to the budget.

3. All resolutions and parts of resolutions insofar as they conflict with the provisions of this resolution be and the same 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 _____, Michigan, hereby certifies that the foregoing is a true and complete copy of a resolution adopted by the Board of Education at a _____ meeting held on _____, 2009, the original of which resolution is a part of the Board's minutes, and further certifies that notice of the meeting was given to the public under the Open Meetings Act, 1976 PA 267, as amended.

Secretary, Board of Education

IX.B.2.



TO: Trustees, Board of Education

FROM: Bonnie P. Riutta, Interim Superintendent of Schools

RE: Budget Update, 2009/2010

DATE: May 6, 2009

Assistant Superintendent Bolen will be sharing information on the 2009/2010 budget process. Factors impacting Brighton's budget were discussed at Thursday night's Board Finance Committee and will be presented to the full Board.

It is our intent to share budget information at each Board meeting as we move toward adopting the 2009/2010 budget at the June 22, 2009 meeting.

IX.B.3.



TO: Trustees, Board of Education

FROM: Bonnie P. Riutta, Interim Superintendent of Schools

RE: Appointment of Trustee and Alternate to Middle Cities Risk Management Trust

DATE: May 6, 2009

Attached is a Board Resolution to Appoint a Trustee and Alternate Trustee to the Middle Cities Risk Management Trust. Brighton Area Schools has been a member of the Middle Cities Trust since June 1994.

It is recommended that the Board appoint Maria Bolen, Assistant Superintendent for Finance as the district's Trustee to the MCRMT and further to designate the Superintendent as Alternate if Maria, as Trustee, would not be available for MCRMT Board meetings.

Motion

Moved by:

Supported by:

To designate Maria Bolen as Trustee and the Superintendent as Alternate Trustee to the Middle Cities Risk Management Trust Board of Trustees.

Roll call vote:

___ Anderson
___ Carney
___ Krause
___ Leach
___ Minert
___ Powers
___ Rassel



Board Resolution

Institution Appointment of a Trustee and Alternate Trustee to the Middle Cities Risk Management Trust

WHEREAS:

Brighton Area Schools is a member of the Middle Cities Risk Management Trust, having duly executed the membership Interlocal Agreement and Declaration of Trust as of **June 20, 1994**; and,

WHEREAS:

Bylaws of the Trust require the appointment of a designated Trustee as the institution's representative to the Trust's Board of Trustees.

NOW THEREFORE, IT IS RESOLVED THAT:

_____ is appointed as the institution's designated Trustee representative to the Middle Cities Risk Management Trust's Board of Trustees and is authorized to cast the institution's vote on all matters which come before the Board. He/She shall serve as Trustee until replaced by this Board in its absolute discretion.

Furthermore, _____ is appointed as Alternate Trustee for the institution as provided in paragraph 8 of the Interlocal Agreement. He/She shall also serve as Risk Management Coordinator until replaced by this Board in its absolute discretion.

Roll Call Vote:

Ayes:

Nays:

Date:

IX.C.1.



TO: Trustees, Board of Education

FROM: Bonnie P. Riutta, Interim Superintendent of Schools

RE: Resignations, Retirement


DATE: May 6, 2009

The deadline to submit resignations for retirement purposes to participate in the proposed Staff Retention Plan is May 8, 2009. Mrs. Moyer will present an update to the Board on Monday night on retirement resignations received to date and may be presenting additional resignations for the Board's acceptance at that time as well.

IX.C.2.



TO: Trustees, Board of Education

FROM: Bonnie P. Riutta  Interim Superintendent of Schools

RE: Staff Reduction, Certified Staff

DATE: May 6, 2009

After reviewing staffing requirements for next year it is necessary to provide layoff notice to an additional staff member. It is recommended that the Board concur with the notice of layoff as presented.

Motion

Moved by:

Supported by:

To provide notice of layoff to Michelle Costa as presented.

Voice vote:

_____ Ayes

_____ Nays

Memo



Peggy Moyer
Interim Assistant Superintendent
Human Resources

TO: Bonnie Riutta, Interim Superintendent
FROM: Peggy Moyer, Interim Asst. Supt. Human Resources
DATE: April 29, 2009
RE: Teacher Layoffs

It is recommended that layoff notice for the 2009-10 school year be provided to the following teacher:

Last Name	First Name	FTE	BUILDING
Costa	Michelle	1.0	BHS
	TOTAL FTE	1.0	

I would like this item added to the agenda for the May 11, 2009 board meeting.



IX.C.3.

TO: Trustees, Board of Education

FROM: Bonnie P. Riutta, Interim Superintendent of Schools

RE: Executive Director of Instruction, Appointment

DATE: May 6, 2009

It is a pleasure to recommend the appointment of Dr. Laura Surrey as Executive Director of Instruction. The district received applications from three outstanding internal candidates and a committee consisting of Peggy Moyer, Tim Knittle, Elson Liu, Mary Williams, Jan Manning, Kathy Palmer, and Jodi Loar conducted first round interviews. The Board Human Resource and Curriculum Committees and I met with Dr. Surrey and concur with the committee's recommendation.

Therefore, it is recommended that Dr. Surrey be appointed as the Executive Director of Instruction. Her credentials and resume are attached for your review.

Motion

Moved by:

Supported by:

To appoint Dr. Laura Surrey as Executive Director of Instruction.

Voice vote:

_____ Ayes

_____ Nays



Peggy Moyer
Interim Assistant Superintendent
Human Resources

Memo

TO: Bonnie Riutta, Interim Superintendent
FROM: Peggy Moyer, Interim Asst. Supt. Human Resources
DATE: May 5, 2009
RE: Executive Director of Curriculum Services

Recommendation:

I am recommending that the Board approve the employment of Dr. Laura Surrey as the Executive Director of Curriculum Services, effective July 1, 2009.

Dr. Surrey's resume is attached. She is currently serving as Assistant Principal of Brighton High School.

I would like to have this item placed on the May 11, 2009 Board Agenda.

Attachment

Peggy Moyer
Asst. Supt. Human Resources
Brighton Area Schools
125 S. Church Street
Brighton, MI 48116

April 23, 2009

Dear Ms. Moyer,

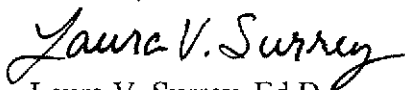
I am writing to express my interest in the position of Executive Director of Curriculum Services for Brighton Area Schools. I believe that I can provide the district with the leadership it seeks to maintain and improve its curriculum and instructional program.

Curriculum work in public education today requires the ability to adapt to changing trends and requirements while maintaining a deep commitment to the well-being of the staff and students most impacted by those changes. As an educator for over twenty-five years, I believe that I have developed the ability to adapt to change and to successfully fulfill the duties of my position without compromising my respect for sound educational theory or for the staff and students I serve. I have worked as a classroom teacher, an assistant high school principal, an adjunct professor of education, and a school improvement/professional development coordinator. I have also worked as a grant writer, a curriculum developer, an educational researcher, and a residence hall director. In each of these experiences I have had to develop new skills, but I have always maintained my commitment and respect for the education process and for the individual.

As the Executive Director of Curriculum Services for Brighton Area Schools, my aim would be to build upon the quality curricular program that exists in the district while guiding the staff in continuous improvement as they tackle new challenges, such as district accreditation. I am confident that I have the determination, skills, and patience to inspire and support the staff as they strive toward this important goal and beyond.

I invite you to learn more about my background and experiences in my application materials, and I look forward to sharing more with you about what I can offer Brighton Area Schools.

Sincerely,


Laura V. Surrey, Ed.D.

Dr. Laura Surrey
7259 Brookview Drive
Brighton, Michigan 48116
(810) 229-9993

Summary of Qualifications

Instructional leader and curriculum specialist dedicated to substantive school improvement with a demonstrated ability to build consensus and foster a positive learning environment. Tenure as an educator includes public school and college teaching assignments. Administrative and leadership experience includes Assistant Principal, School Improvement Coordinator, Instructional Specialist, and Grant Writer.

Education

- | | |
|--------------|--|
| 2003-present | Specialist in Arts, Eastern Michigan University
Educational Leadership |
| 1989-1992 | Doctor of Education, West Virginia University
Curriculum and Instruction |
| 1982-1984 | Master of Arts, Bowling Green State University
College Student Personnel |
| 1978-1982 | Bachelor of Science, Bowling Green State University
Social Studies Education |

Certification: Michigan Professional Education Certificate: Social Studies (RX) 7-12

Administrative and Leadership Experience

Assistant Principal, Brighton High School, 2007-2009
Brighton Area Schools, MI

- Served as School Improvement liaison at the district and building level
- Responsible for the implementation and analysis of MEAP, PLAN, and MME tests/data
- Collaborated in curriculum alignment/development for the Merit Core Curriculum
- Assisted in the development of new Special Education Delivery Model
- Served on committees responsible for policy revision (attendance, grading)
- Facilitated the high school test-out program
- Responsible for Professional Development programming

School Improvement Coordinator/North Central Association Chairperson, 2003-2007
Brighton Area Schools, MI

- Wrote the NCA Profile and School Improvement Plan in collaboration with faculty and the School Improvement Team
- Developed and administered the Professional Development Plan for the staff in adherence to the NCA School Improvement
- Facilitated meetings with NCA officials to present the Profile and School Improvement Plan

Grant Writer, Southport Presbyterian Christian School, 2000-2001
Indianapolis, IN

- Wrote \$80,000 Lilly Endowment Grant to update technology infrastructure at K-5 school
- Developed an internet-based instructional program to use with the new technology

Curriculum Writer, Southport Presbyterian Christian School, 2000-2001
Indianapolis, IN

- Developed a curriculum/instructional plan called **SEAL (Student Experts at Learning)** – a technology-based problem solving, project learning approach for elementary students

Residence Hall Director, University of Toledo, 1982-1984
Toledo, OH

- Administered daily operations, budgeting, scheduling, discipline, and educational programming for residence hall of 600 students and a staff of 12 resident assistants

Teaching Experience

Social Studies Teacher, Brighton High School, 2002 - 2007
Brighton Area Schools, Brighton, MI

- Facilitated the exploration of US History, World History, Psychology, and Sociology in a learner-centered environment using a variety of research-based instructional strategies
- Assessed student learning based on achievement data and adjusted instruction to the learning needs of students
- Collaborated with department members to align curriculum with MI Merit Core Curriculum and developed strategies to improve student achievement in the social studies
- Served as mentor teacher

Alternative Education Teacher, Jefferson Center, 2001-2002
Ferndale Public Schools, Ferndale, MI

- Taught History, Economics, Writing, and Literature to at-risk learners in an urban setting

Instructor, School of Education, University of Indianapolis, 1995-1999
Indianapolis, IN

- Taught 7-12 Social Studies Methods and evaluated student teachers
- Taught Elementary Social Studies and Science methods and supervised student teachers in an elementary school setting
- Facilitated graduate course in innovative instructional strategies, including constructivism, meta-cognitive learning, cooperative learning, multiple intelligences, and service learning
- Participated in grant-supported professional learning community based in elementary school

Social Studies Teacher, North Kansas City High School, 1985-1988
Kansas City, MO

- Delivered classroom instruction in Civics and Psychology
- Organized social service projects to enhance learning
- Coached women's basketball and softball

Professional Activities

Curriculum Council, Brighton Area Schools, 2004-2009

Brighton, MI

- Collaborated with elementary and secondary administrators and teachers to critique new curriculum materials and course proposals for district adoption

District School Improvement Committee, Brighton Area Schools, 2003-2009

Brighton, MI

- Collaborated with district teachers and administrators to implement school improvement goals at the building level and for district AdvancED Accreditation

Merit Core/High School Reform Task Force Committee, Brighton Area Schools, 2006-2008

Brighton, MI

- Collaborated with teachers, parents, and administrators to create guidelines and recommendations for adopting the new MI Merit Core Curriculum. Guidelines and recommendations were presented to the school board for adoption

Brighton High School Grading and Assessment Committee, 2007

Brighton, MI

- Collaborated with teachers, parents, and administrators to create guidelines and recommendations for assessment under the new MI Merit Core Curriculum

Professional Growth

Emerging Leaders Conference, Michigan State University, June 2007

- Participated in leadership conference focusing on the role and challenges of the principalship

Faculty Commencement Speaker, Brighton High School, June 2003 and June 2007

Brighton Area Schools, Brighton, MI

- Delivered the faculty address at the 2003 and 2007 graduation ceremonies

Cross-Cultural Educational Research, July 1991

Vilnius, Lithuania

- Awarded International Studies Grant via West Virginia University
- Conducted doctoral research in Vilnius, Lithuania
- Interviewed teachers on their experiences teaching in a communist system to determine the influence of teachers on Lithuania's independence movement from the former USSR
- Analyzed qualitative data and included findings in dissertation on transformative teachers

Professional Presentations

Paper presentation: *Beyond Humanism, Mentorship, and Liberation.* (1991)

Conference on Curriculum Theory and Practice, Dayton, OH

Poster presentation: *East Meets West in Nuclear Free Zone.* (1991)

American Educational Research Association, Chicago, IL

Professional Publications

Doctoral Dissertation: *Transformative Teachers: Lives of Passion and Purpose.* (1992)

West Virginia University, Morgantown, WV

Professional References

Mrs. Baiba Jensen, Executive Director for Curriculum Services

Brighton Area Schools

125 S. Church Street

Brighton, MI 48116

(810) 299-4000

Mr. Ken Hamman, Principal

Brighton High School

7878 Brighton Road

Brighton, MI 48116

(810) 299-4100

Mr. Scott Brenner, Principal

Maltby Middle School

4740 Bauer Road

Brighton, MI 48116

(810) 299-3600

Mr. Kirk Hobson, Assistant Principal

Brighton High School

7878 Brighton Road

Brighton, MI 48116

(810) 299-4100

Ms. Patricia Meyer, Assistant Principal

Brighton High School

7878 Brighton Road

Brighton, MI 48116

(810) 299-4100

IX.C.4.



TO: Trustees, Board of Education
FROM: Bonnie P. Riutta, Interim Superintendent of Schools
RE: Recall, Administrative Staff
DATE: May 6, 2009

With the appointment of Dr. Laura Surrey to the Executive Director of Instruction position, it is my pleasure to recommend the recall of Debra Higgins to the position of Assistant Principal at Brighton High School. Ms. Higgins holds a Master's of Curriculum and Instruction and meets the North Central criteria for this position. I am confident that Ms. Higgins will be an outstanding addition to Brighton High School.

Motion

Moved by:

Supported by:

To approve the recall of Debra Higgins as presented.

Voice vote:

_____ Ayes

_____ Nays



Memo

Peggy Moyer
Interim Assistant Superintendent
Human Resources

TO: Bonnie Riutta, Interim Superintendent
FROM: Peggy Moyer, Interim Asst. Supt. Human Resources
DATE: May 5, 2009
RE: Administrator Recall


It is recommended that the following administrator be recalled:

Last Name	First Name	FTE	BUILDING
Higgins	Debra	1	BHS – Asst. Principal

I would like to have this item placed on the May 11, 2009 Board Agenda.

IX.C.5.



TO: Trustees, Board of Education
FROM: Bonnie P. Riutta  Interim Superintendent of Schools
RE: Administrative Contract Extensions
DATE: May 6, 2009

It is my recommendation to extend the contracts of the following administrative personnel through June 30, 2011.

Maria Bolen, Assistant Superintendent for Finance
Scott Brenner, Principal-Maltby Intermediate School
Richard Browder, Director of Student Nutrition
Betty Clohosey, Director of Transportation
Jeff Eisele, Assistant Principal of Scranton Middle School
Ken Hamman, Principal of Brighton High School
Debra Higgins, Assistant Principal of Brighton High School
Kirk Hobson, Assistant Principal of Brighton High School
Susan Johnson, Principal of Hornung Elementary School
Elson Liu, Director of Technology
Pat Meyer, Assistant Principal of Brighton High School
Peggy Moyer, Principal of Hilton Elementary School
Kay Nicholas, Principal of Lindbom Elementary School
Anne Rennie, Director of Community Education
Kay Short, Assistant Principal of Maltby Intermediate School
Laura Surrey, Executive Director of Instruction
John Thompson, Director of Athletics
Henry Vecchioni, Principal of Scranton Middle School
Mary Williams, Principal of Spencer Elementary School
Jack Yates, Principal of Hawkins Elementary School

Motion

Moved by:

Supported by:

To approve the administrative contract extensions as presented.

Voice vote: _____ Ayes _____ Nays

IX.D.1.



TO: Trustees, Board of Education
FROM: Bonnie P. Riutta, Interim Superintendent of Schools
RE: Elementary Handbook, Second Reading
DATE: May 6, 2009

The elementary handbook is presented for your consideration. The complete handbook along with the proposed revisions, strikeouts for deletions and bold, italic, underline type for new language, is attached. It is recommended that the handbook be approved as presented.

Motion

Moved by:

Supported by:

To approve the elementary handbook as presented.

Voice vote:

_____ Ayes

_____ Nays



BRIGHTON AREA SCHOOLS **Elementary Schools Handbook**

Hawkins Elementary School

8900 Lee Road, Brighton, Michigan 48116-2000
810/299-3900

Hilton Elementary School

9600 Hilton Road, Brighton, Michigan 48114-7510
810/299-3950

Hornung Elementary School

4680 Bauer Road, Brighton, Michigan 48116-9472
810/299-4450

Lindbom Elementary School

1010 State Street, Brighton, Michigan 48116-1300
810/299-4400

Spencer Elementary School

10639 Spencer Road, Brighton, Michigan 48114-8669
810/299-4350

~~Miller Early Childhood Center~~

~~850 Spencer Road, Brighton, Michigan 48116-1642~~
~~810/299-3800~~

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Children learn what they live

If children live with criticism,
They learn to condemn.

If children live with hostility,
They learn to fight.

If children live with ridicule,
They learn to be shy.

If children live with shame,
They learn to feel guilty.

If children live with tolerance,
They learn to be patient.

If children live with encouragement,
They learn confidence.

If children live with praise,
They learn to appreciate.

If children live with fairness,
They learn justice.

If children live with security,
They learn to have faith.

If children live with approval,
They learn to like themselves.

If children live with acceptance and friendship,
They learn to love in the world.

Brighton Area Schools

Board of Education Offices.....	299-4000
Superintendent, James A. Craig	299-4040
Assistant Superintendent Human Resources, Ronald Ward	299-4090
Assistant Superintendent Finance, Maria Bolen.....	299-4030
Curriculum Office.....	299-4010
Executive Director Instructional Services, Baiba Jensen	299-4010
Brighton High School.....	299-4100
Scranton Middle School	299-3700
Maltby Middle School	299-3600
Hawkins Elementary School	299-3900
Hilton Elementary School	299-3950
Hornung Elementary School	299-4450
Lindbom Elementary School.....	299-4400
Spencer Elementary School.....	299-4350
Miller Early Childhood Center.....	299-3800
Transportation Department	299-3890
Community Education	299-4130
LESA Special Education Department	1-517-540-6861

Introduction

Dear Parents/Guardians of Brighton Elementary Students:

This handbook contains a wealth of information to assist you in better understanding the policies, procedures and day-to-day operation of our district's elementary schools. Hopefully, any questions you may have will be answered on the following pages.

We are proud of the elementary school programs offered to all children in grades kindergarten through fifth. A school is most successful when both the family and school work together to ensure a quality education for all children. In support of this purpose, the district strives to create a positive educational environment, to employ caring personnel, and to make each school day a rewarding one.

Throughout the course of this student handbook, "parent" will also mean guardian and/or any person who is deemed responsible for the well being of the elementary school child.

Please read this handbook carefully and review this information with your child. If you have any questions or concerns, please contact your building principal.

Yours in education,

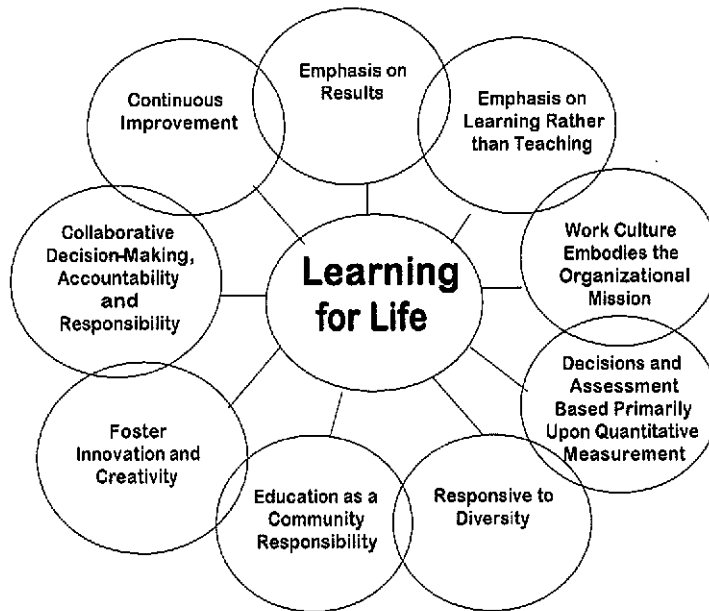
The Elementary Principals of Brighton Area Schools

Brighton Board of Education Statement of Philosophy and Guiding Principles

The home and parent play a major role in the implementation of a school philosophy. Without question, the home is the dominant influence on every child and, therefore, it is necessary for the home and school to work together.

The school staff is working within the framework of our Board of Education's philosophy and goals. The District's vision statement is Learning for Life. Mission Statement: Each Brighton graduate is prepared as a life-long learner to use academic and life skills to be self-sufficient, resourceful, an effective communicator and a productive citizen who contributes to our democratic society within a global community.

Guiding Principles



The Brighton Area School District supports the State of Michigan in requiring the teaching of core democratic values and constitutional principles. These include, but are not limited to: truth, justice, equality, liberty, diversity, the common good, the rule of law, and individual rights.

We intend that students will learn respect, responsibility and caring for self, others and the environment. Further, we expect all students and adults to practice honesty, fairness and responsible citizenship, which is essential to being good community members.

We recognize that each school has needs unique to the pupils it serves. Our basic goal is to provide students with the foundation that will allow students to acquire skills and attitudes to reach our mission.

Attendance Policy

Attendance in school is required by state law.

Students are expected to remain in their class until the end of the day. Do not ask to have students dismissed the last half hour of the day. If an early dismissal is necessary, notify the office in writing. If a student arrives after 10:30AM or leaves prior to 2:00PM, it will be counted as a half-day absence rather than a tardy. **For morning (AM) kindergarten students arriving after the designated AM start time, but before 10:30 am will be counted as tardy. Morning kindergarten students arrived after 10:30 am, will be counted as absent. For afternoon (PM) kindergarten students arriving after the designated PM start time, but before 2:00 pm, will be counted as tardy. Afternoon kindergarten students arriving after 2:00 pm will be counted as absent.**

Student Arrival and Departure to and from School

The elementary school day beginning and ending schedule may vary from building to building. Specific building schedules will be sent home with students. Please do not drop off your child early, because we do not have provisions for student supervision before the school day begins. In the event a change in departure occurs (i.e. parent or family member picking up child; going home with a friend; etc.), a note should be sent into the office. A sign in/out sheet will be located in the office. Students arriving after the start of the day must be signed in by a parent and/or guardian. Students will be released only to the parent and/or guardian unless written verification is given to the person picking up the student and we have proof of their identity. A student may only be picked up at the school s/he attends, regardless of their place of transfer. Effective immediately, a flat fee of \$25.00 may be assessed to parents/guardians who drop off students before 8:40AM- **designated start time** and/or pick up later than 4:00PM.

Absences/Tardies

On the day(s) your child is absent from school, you **must** notify the school by phone giving the reason for being absent. In the event of an anticipated absence (doctor appointments, funerals, other family matters) you must notify the office by phone. For safety purposes, all families are required to have on record at their child's school TWO current phone numbers at which the parent and/or guardian can always be reached during the day. For extended absences, a doctor's note may be needed. Absences for family vacations are discouraged. **The student will accept responsibility for work missed where appropriate upon return to school.** The student will have one day to make up work for each day absent.

If a child is absent for 15% of the marking period, a letter from the Principal addressing the absence issue may be sent to the parents. If the child continues to be absent from school, a Truancy Officer will contact the home to investigate the situation.

Students are expected to be in the classroom when school begins. It is the responsibility of the parent and the student to see that the student arrives to school on time. We do not count the students tardy if they ride the bus and buses arrive late. In cases of frequent tardiness, the parent will be notified so the situation can be corrected. We consider three (3) tardies to be equivalent to one (1) absence. Excessive absences or tardiness will require a contact with the truancy officer.

Student Release During School Hours

In emergency situations where it is necessary for students to leave school during the school day, they will be excused through the principal's office only, and must be called for at the office. A sign in/out sheet will be located in the office. Students will be released only to the parent and/or guardian unless written verification is given to the person picking up the student and we have proof of their identity.

School Health Regulations

The school district is charged with keeping current health records for all students. In accordance with state health regulations all students must be immunized from communicable diseases. Proof of immunization must be provided at the time of registration. Additionally, Board of Education Policy requires that all kindergartners have a physical examination prior to beginning school.

Parents are required to complete, each school year, an updated emergency card that contains important health information, in addition to other data. Parents are urged to notify the school of any significant change in health that occurs in a child. If your child has special health needs contact your school principal.

Parents should keep children home when they show symptoms of illness. If symptoms occur while in school, parents (or emergency contacts) will be called to arrange for the child to be taken home. In the event of an accident at school, every effort will be made to reach and notify the parent of the injured child. If medical attention is required and parents or other family cannot be reached, 911 may be called. Information on the emergency cards will be used for these procedures.

At the beginning of each school year, low cost group health insurance is available to parents for their school age children. A flyer from the carrier company stating cost and coverage will be sent home to all parents.

Medication at School

When possible, medications should be scheduled outside of the school day. However, we recognize the need for medication to be administered to students while they attend school. Medications need to be administered in compliance with existing state and federal regulations.

All prescriptions, non-prescription, and homeopathic medications shall be given only with a written order from the physician that shall include:

- Name of student
- Name of medication
- Specific dosage
- Route of administration
- Time(s) medication is to be given
- Special instructions pertinent to the child or medication
- Possible side effects of medication

- Emergency phone number of prescribing physician and parent

Written permission of the parent or guardian must accompany the physician's order.

Medication will only be dispensed from a pharmacist's labeled or over-the-counter manufacturer's container. The instructions and medication strength on a pharmacist's labeled container must match the physician's written instructions. Medication will not be accepted in baggies, envelopes, etc. Medication will be stored in the school office/clinic and dispensed by school personnel.

Any changes in medication, dosage or time(s) will require a new "Medication Prescriber/Parent Authorization Form" from the parent/guardian and new instructions from the physician/licensed prescriber.

Asthma Inhalers

It is not advisable for elementary students to carry their inhalers at school. The elementary buildings are not so large that a student cannot quickly access their inhaler and it ensures that an inhaler will always be available at the office.

If you feel that your child's asthma is severe enough to warrant an additional inhaler in their backpack, please call the district nurse, Kathy Posly, at 299-4100, extension 436, to make arrangements.

Animals in the Classroom

Students may not bring animals to school with the exception of those for the purpose of assisting students with special needs. If a teacher plans to keep an animal in the classroom for study and observation, parents will be notified of the specific animal(s) in case there is a potential for an allergic reaction or other health related reactions. If animals are brought to the classroom for educational purposes, prior arrangement and approval must be made through the teacher and office.

Daily Activities

Students maintain a very busy academic schedule, including opportunities for Media Center, Art, Music, Physical Education and Computer Lab. Enrichment activities may include ~~5th Grade Camp~~, Student Council, Safety Patrol, Choir and TEAM (all grades). Also, the building PTO may sponsor such activities as assemblies, Young Astronauts, Odyssey of the Mind, etc. Identified academically talented students have other programming options available to them. Contact the Building Principal for further information.

After School Activities

All arrangements for use of the building after school hours must be made through the Community Education office. Parents who wish to obtain the name and phone number of sponsors may do so through Community Education. Other activities such as Future Problem Solving, Odyssey of the Mind, etc. may also be offered at individual elementary schools.

Services to Students

In addition to regularly scheduled academic and/or enrichment activities, several special services are available to students. These include Speech and Special Education Services. Contact the Building Principal or the Director of Special Education at LESA for further information.

Elementary buildings qualified by federal guidelines provide reading support services to students in Grades K–5 through Title I, a federally funded program.

Field Trips

The Board of Education recognizes that the first hand learning experiences provided by field trips are an effective means of learning. Your child may attend a grade level or classroom field trip sometime during the school year. If for any reason you decide you would prefer your child not attend the trip, please inform the office at least two days in advance and other arrangements will be made.

Bicycles

Students who normally walk to school may ride their bicycles. Parents should discuss with their children the need for safety when riding bicycles: (1) Walkers who ride their bicycles to and from school are encouraged to use sidewalks, if available and need to walk them through any crosswalks; (2) Students are required by law to wear a helmet; (3) Bicycles should be parked in the proper area during school hours; (4) For security reasons, we recommend that bicycles be locked. We cannot assume responsibility for loss or damage. For safety reasons, kindergartners are discouraged from riding bikes.

Holidays and Celebrations

Principals will periodically review with their staffs present Board Policy concerning ceremonies, observances and religion in the schools. (Board Policies 8800 and 2270)

Principals will work with their respective PTO groups and parents to remain sensitive to family and cultural values within their school communities.

At the beginning of the school year, parents will have the opportunity to inform the school community of individual family and cultural needs that might have an impact on their child's participation and involvement in school related programs and activities.

Holiday celebrations and activities will be age appropriate and at the discretion of the teachers and building principals. This includes children's costumes and dress as part of the celebration. Specific costumes that include a theme of violence or weapons shall be prohibited.

Birthday parties are at the discretion of the teacher. Contact the teacher first before sending any treats to school.

Lunchroom Program

Each school provides a hot lunch program for students. Milk can be purchased separately for students who bring their lunch. ~~Students each receive a computerized lunch card. Students will use their cards to make any type of food, milk or snack purchase.~~ Student accounts are kept current on a computer system and parents may request an informational account balance (food purchased, etc.) printout at any time by contacting their school's food service manager. Additional money (cash or checks made payable to the Brighton Area Schools) may be placed in the account at any time. Free and/or reduced lunch program application forms may be obtained from the office. Information regarding the school's lunch menu can be found online at bas.k12.mi.us.

There is a kindergarten nutrition break program available through the schools. Notices are sent home every semester for any interested parents. It is important to have the child understand that using the lunchroom is a privilege for all students. Proper behavior is important or the lunchroom privilege may be removed. (See Elementary Code of Conduct.)

Recess

Daily outdoor recesses are a valuable factor in promoting healthy classroom conditions. Children are expected to participate in recess activities. They should wear adequate clothing. Coats, boots, hats and gloves are mandatory during winter months and boots may be necessary when playground areas are muddy.

Our policy is that all students go outside for recess. It is assumed that the students who are too sick to be in school would benefit by staying home. On days when the weather is extremely cold or rainy, recess breaks are shortened or held indoors.

If the temperature and/or wind chill is 0° (F) or below, the children will stay inside.

A doctor's note is necessary if a child is to stay in for recess for a specified period of time after an illness.

Money and Other Valuables

If money is being sent to school, parents should realize the responsibility the child will have. It would be wise to:

1. Place the money in an envelope;
2. Include a note inside, stating reason for the money being sent;
3. Place the teacher's name and the child's name on the outside of the envelope.

We discourage parents from allowing children to bring large amounts of money to school. Valuable equipment such as radios, computer games, calculators, etc. are not permitted unless there is a special occasion, and prior permission of the teacher and the parent is granted. In keeping with the authority vested in the Board of Education by Public Act 132 and Board Policy 5136, the Board will permit students to carry pocket pagers, cell phones and other personal communication devices subject to the following considerations and restrictions:

- Students who bring any of these devices recognize that they incur a risk of such equipment being lost or stolen.

- All devices must be turned off during regular school hours unless given authorization by an administrator or teacher.
- Any violation of the rules, expectations or considerations set by the building administration will result in its revocation for the balance of the school year.

Parents Moving

Please contact the school by phone or by note prior to moving from the area. The teacher and school secretary need to be notified of your new address, the school to be attending and date of departure so our records will be more accurate.

School Closings

Information on school closings will be provided to the following sources however, the district does not guarantee that announcements will be made.

WHMI Radio	93.5 FM
WJR Radio	760 AM
WDIV TV	Channel 4
WXYZ TV	Channel 7
FOX TV	Channel 2
www. Cancellations.com	
Brighton Area Schools – 810-299-4000, option 2	

Please remember to discuss with your child the procedures they should follow should school be dismissed early.

Emergency Cards

We need to be prepared for emergencies. Therefore, emergency cards need to be updated yearly. The school secretary must be informed of any change in information on emergency cards. **Updated** phone numbers and contacts are imperative. Families are required to have on record at their child's school TWO current number at which the parent and/or guardian can always be reached during the day.

Lost and Found

Lost and found boxes are located at designated areas throughout the building. Your child may check for the lost articles. All coats, hats, boots and gloves should be labeled with your child's name. Parents may also come and check for missing items.

Textbooks

Book rental fees are not charged. However, children are held responsible for the condition of all textbooks issued to them. A charge will be assessed if these books are lost or damaged beyond the usual wear and tear.

Media Center

Classes are scheduled for weekly media center checkout with their teacher. While school is in session, the media center is open for continual access by students for materials circulation and assistance by the media staff. All students are responsible for returning media center materials on time. The circulation period is two weeks and materials will be overdue if not returned within that time. Notices will be sent home with students who have materials that are overdue. Three overdue notices will be sent home with the student. If the three notices go unanswered, parents will be notified, by mail, of missing materials and the replacement cost. Parents will likewise be notified of any materials that are returned damaged. Parents will be responsible for paying the replacement cost of any lost or damaged materials in addition to an appropriate processing fee. All costs must be paid in full or otherwise reconciled with the Media Specialist by the end of the school year.

Student Rules and Regulations Preamble

We recognize that the vast majority of Brighton students conduct themselves in an exemplary manner. However, there are certain standards of behavior that each school must require to maintain the school's legal responsibility to its constituents. An effective learning environment cannot be maintained without proper discipline. In an effort to be consistent with the middle school and high school code of conduct format, we have set up a progressive discipline policy for dealing with inappropriate behavior.

The principal will notify parents if a suspension is to occur. Principals may exercise those powers necessary to enable them to perform the function of their office. Many of their responsibilities are specifically delegated by the Board of Education. S/he may implement reasonable rules, as needed, to accomplish the function of education without specific delegation by the Board of Education.

Student's Rights and Responsibilities

The Board of Education of the Brighton Area Schools recognizes the following principles:

1. That the primary intent of society in establishing the public schools is to provide an opportunity for learning;
2. That the students have rights of citizenship as delineated in the Michigan and the United States Constitution and its amendments;
3. That citizenship rights must not be abridged, obstructed, or in other ways altered except in accordance with due process of law;
4. That education is one of these citizenship rights in Michigan. Due Process of Law

The constitutional rights of individuals assure the protection of due process of law; therefore, a system of constitutional and legally sound procedures will be provided as part of the school's disciplinary policy within the following guidelines:

1. The hallmark of the exercise of disciplinary authority shall be reasonableness and fairness;
2. Every effort shall be made by administrators and faculty members to resolve problems through effective utilization of school district resources in cooperation with the student and his/her parent or guardian;

3. In every disciplinary situation involving the possibility of suspension or expulsion from school, the student will be provided with notice of the violation with which he or she is charged and will be entitled to a fair and impartial hearing (which may be informal) regarding such violation and its punishment.

School Buses – Transportation Safety Rules and Consequences

The Brighton Area Schools wish to provide safe and efficient transportation to and from school and to co-curricular activities when needed. This requires cooperation and open communication between students, staff, parents and administration. The policies and procedures adopted by the Board include direct communication between the driver and the home that are explained below. Levels of disciplinary consequences may be skipped in situations where behavior has been severe. Transportation and school rules, along with their consequences, apply to co-curricular trips taken by students as well. Students must remember that transportation is a privilege for all to enjoy if they observe proper behavior.

School Bus Rules

The following rules have been adopted by the bus drivers and the administration as being necessary for the safety of the students and the maintenance of the buses.

1. The Board of Education discipline codes as stated in the Student–Parent Handbooks are in effect on the bus.
2. The driver is in full charge of the bus and students. Students must obey the driver. On field trips, the teacher, sponsor, or coach is in charge of student discipline.
3. Students must be on time to the bus stop; the bus will not wait for those who are tardy. It is suggested that students arrive at their bus stop at least five minutes ahead of the scheduled pickup time. It is not the school's responsibility to monitor behavior at the bus stops before or after school.
4. Students must stand six (6) feet off the road in front of the bus and are to wait for the driver's signal before crossing.
5. Students are to always cross the road in front of the bus and to wait for the driver's signal before crossing.
6. Students are to board the bus in an orderly manner.
7. Students are to remain seated at all times.
8. Students are to keep their arms and head inside of the bus windows. Bus windows will be no lower than 1/2 way down on school property.
9. Outside of ordinary conversation, classroom conduct is to be observed.
10. The driver has the right to assign students to certain seats to promote order on the bus.
11. No eating, drinking, spitting, using or possessing tobacco or illegal substances, or weapons (or dangerous objects) are permitted.
12. Complete silence must prevail at railroad crossings. This is mandated by Public Act 187.
13. Students must have written permission from their parent and the principal's office to get off the bus at any place other than their designated bus stop, or to ride a different bus.
14. Parents of students who vandalize buses in any way will be required to pay for the damage.
15. Recreational items are not allowed on the bus. For example (but not limited to): skateboards, hockey sticks, golf clubs, etc.
16. No live animals are permitted on busses.
17. All items carried on the bus must fit on the student's lap.

Consequences for Misconduct on the Bus

The driver has the authority to impose discipline at a higher level if the behavior warrants. The driver may also, at their discretion, repeat a level.

Intervention The bus driver will warn the student that his/her misconduct will not be tolerated. The driver may also have a conference with the student on the bus or give the student a different assigned seat. A phone call may be made to the parent.

- Level 1** A green ticket will be issued to the student and sent home to the parent/guardian, with a copy to the principal. The ticket will contain a description of the misconduct. The student will not be allowed to board the bus again until the ticket is signed by the parent and returned to the bus driver by the student.
- Level 2** A yellow ticket will be issued to the student and sent home to the parent/guardian, with a copy to the principal. The ticket will contain a description of the misconduct. The student will lose his/her bus privileges for up to three (3) days. The ticket must also be signed by the parent and returned to the driver.
- Level 3** Additional offenses shall result in the issuance of pink tickets, with bus suspensions of greater duration, up to and including suspension for the balance of the school year. Whenever a bus driver issues a Bus Violation Ticket, or a Notice of Suspension, the driver will make (one documented attempt) to contact the parent or guardian. It is also the responsibility of the student to notify his/her parent or guardian of the ticket and/or suspension. Suspensions greater than three (3) days will be handled by building administration.

Appeal Process and Restrictions

Because of the safety-sensitive nature of school bus transportation, the bus driver is vested with discretion to issue tickets and suspend students from the bus. In the event a student is suspended from the bus more than six (6) days in one semester, the parent may request a conference with the driver and Director of Transportation to discuss the suspensions. During the conference and based on mutual agreement, the parties may alter the most recent discipline and establish a long-term behavior plan to address the concerns of the parent and driver.

There shall be NO APPEAL of bus suspension that does not exceed three (3) consecutive school days. In the case of a suspension from the bus that exceeds three (3) consecutive school days, a parent or guardian may appeal the suspension to the Bus Safety Appeal Committee. To make an appeal, the parent or guardian must contact the Transportation Office (810-299-3890) within **24 hours** (with the exception of weekends) of the notice of suspension. The Transportation Director will determine whether the student may continue to ride the bus during the time the appeal is being considered.

The Bus Safety Committee shall be convened within two (2) scheduled school days of the request for appeal. The Committee membership shall include the Transportation Director or his/her designee, the bus driver recommending the suspension, the building principal or his/her designee and two (2) other employees appointed by the principal. The student's transportation discipline record will be reviewed during the appeal along with other student records that may

assist the Committee in reaching an informed decision. All appeals will be heard weekdays between 10:00AM and 11:00AM. The decision of the Bus Safety Committee **is final** and may not be appealed to any other level.

Disciplinary Definitions

Verbal Reprimand/Warning. For minor infractions of the Student Code of Conduct, students will be given verbal warnings and reprimands.

Detentions. Up to one hour on a day when school is in session under the supervision of school personnel. Parent notification and acknowledgment must be obtained prior to detention.

In-School Suspension. Isolated from peers (one hour or all day). Daily class work made available. Credit will be given for completed work. Removal from co-curricular activities could occur. Matters pertaining to in-school suspension will be at the discretion of school staff.

Suspension/expulsion. Short-term suspension is defined as removal from school attendance for a period not to exceed ten (10) school days. Long-term suspension is defined as removal from school for a period greater than ten (10) days but not to exceed one hundred and eighty (180) school days. Expulsion is defined as removal of the student from school attendance in the district. Long-term expulsion may be for a period in excess of ten (10) days, up to permanent removal from school attendance. In most cases where expulsion is being considered, a suspension may be invoked pending the decision. It should be noted that dates of suspension are days that school is in session. This excludes snow days, holidays, and vacation days.

Incorrigibility. The Livingston County Probate Court (Juvenile Division) will be advised of any situation that the Administration feels comes within the jurisdiction of that court.

Elementary School Anti-Bullying/ Violence Prevention Disciplinary Action

As defined by Brighton Area Schools, violence is any mean look, gesture, word or action that hurts a person's body, feelings, friendships, reputation or property.

Elementary administrators will take appropriate action using the Elementary Code of Conduct and Student Discipline as outlined in the Elementary Handbook to address incidents involving violence.

Elementary Code of Conduct

Type of Conduct

Disciplinary Action

Matters Pertaining to Citizenship

- A. Violation of state laws and/or local ordinance including but not limited to:

1. Abuse of fire alarms, safety equipment, bomb threats

First Offense—Up to ten days suspension, parent conference, file complaint with police, seek recovery of damages through court of competent jurisdiction, possible recommendation for long-term suspension or expulsion.

Subsequent Offense—Recommendation for long-term suspension or expulsion, file complaint with police, seek recovery of damages through court of competent jurisdiction.

- B. Disrespect to school personnel, volunteers, visitors and other adults.

Disrespect: verbal, written and/or bodily gestures.

First Offense—Letter or telephone conference with parents.

Second Offense—Same as above plus one-day suspension.

1. Assault: verbal or written threats to do bodily harm

First Offense—Parents will be contacted by principal; suspension up to three days.

Subsequent Offenses—Parent Conferences and up to a five day out-of-school suspension with possible long terms suspension or expulsion.

2. Battery (pushing, punching or physical assault)

First Offense—Up to ten-day suspension.

Subsequent Offense—Recommendation for long-term suspension or expulsion.

3. Refusal to follow reasonable instructions (insubordination)

First Offense—Parent contact (letter or phone call) and/or a one-day suspension.

Second Offense—One-day suspension.

Subsequent Offense—Up to a five (5) day suspension.

**Matters Pertaining to Citizenship,
continue**

C. Profanity or obscenity

First Offense—Parent contact and/or conference and/or suspension.

Second Offense—Up to a three-day suspension.

Subsequent Offense—Up to a five (5) day suspension.

C. Intimidation or harassment based on differences—A person is guilty of intimidation based on differences if that person with malice, or with specific intent, or harasses another person because of that person's gender, race, color, religion, creed, disability, sexual orientation, national origin, height, weight or ancestry.

Any Offense—Warning to suspension, (one-ten days), parent contact, and written or verbal apology.

D. Harassment/Sexual Harassment: Sexual harassment of students by other students or persons is prohibited. Sexual harassment is defined as: sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature which has the purpose or effect of unreasonably interfering with an individual's personal liberties or education or creates an intimidating hostile, or offensive learning environment. Sexual harassment shall also be defined to include unwelcome comments, gestures and touching. If a student feels s/he is being harassed, s/he must immediately report the incident to the teacher, principal, school administrator or other school personnel as promptly as possible. All complaints of harassment will be investigated promptly maintaining the highest confidentiality possible. Any member of the school's personnel who receives a report of harassment has an obligation to report the incident to the building Principal

Any Offense—Warning, parent contact, and/or possible suspension/expulsion.

handled with the utmost confidentiality possible, respecting all individuals involved in the complaint and investigation.\

Retaliation for claims of harassment will not be tolerated. Likewise, the filing of harassment claims that are clearly false and without justification will also not be tolerated.

Matters Pertaining to Property

A. Theft

First Offense—Conference with parent and up to three-days suspension. Notification of police, if appropriate.

Subsequent Offense—Up to five-days suspension. Notification of police, if appropriate.

B. Defacing and/or littering property

First Offense—Detention and/or suspension up to five days. Notification of police, if appropriate. Restitution, including obligation to do work in the school (with parent consent) related to the type of offense committed is optional, depending on the principal's evaluation of the particular situation.

C. Destruction of school property, property of others.

First Offense—Conference with student, notification to parent, possible up to a ten day out-of-school suspension or possible recommendation for long-term suspension or expulsion.

Notification of police if appropriate, reparation and/or restitution including obligation to do work in either the school or the school district related to type of offense committed and a parent conference.

Matters Pertaining to Property, continued

- D. Misuse of books, lost or stolen books

Subsequent Offense—Ten days suspension and possible recommendation for long-term suspension or expulsion. Reparation and/or restitution. Possible notification of police, if appropriate.

Any Offense—Textbooks, school-owned musical instruments, and other similar class-related materials become the responsibility of the student to whom they are issued. While reasonable wear is expected, books and other materials must be returned in good condition. Damaged, lost or stolen books and other materials must be paid for by the student to whom they are issued.

Matters pertaining to Safety of Others

- A. Verbal, assault/bullying, "put downs" (threats of any kind)
- B. Hostile behavior (including punching, hitting, fighting, kicking, biting, etc., with the intent to do harm)
- C. Inappropriate Physical Behavior (including pushing, tripping, wrestling, etc.)

Any Offense—Warning, parent contact, conference with principal, and/or up to three-day suspension.

First Offense—Conference with the parent and/or principal and up to a three-day out-of-school suspension with possible recommendation for long-term suspension or expulsion.

Subsequent Offense—Parent conference and up to a five-day out-of-school suspension with possible recommendation for long-term suspension or expulsion.

First Offense—Conference with the principal and/or up to a one-day out-of-school suspension.

Subsequent Offense—Conference with the principal and/or a one-day out-of-school suspension

**Matters Pertaining to the Safety of Others,
continued**

- D. Behavior dangerous to oneself or others (including the throwing of snowballs, rocks, etc.)
- E. Extortion or coercion—Obtaining money or property (something of value) from an unwilling person or forcing an individual to act by physical force or threat (stated or implied).

F. Weapons

1. Threatening the use of any weapon or dangerous object(s) capable of inflicting bodily harm, including but not limited to: knives (under 3 inches), chains, matches, lighters, fireworks, smoke bombs, other dangerous objects, and toy weapons resembling any of the above.

- 2. Possession, use or threatening the use of a *dangerous weapon* which includes but is not limited to: firearms, guns, revolvers, pistol, knife (with a blade over 3 inches), pocket knife opened by a mechanical device, iron bar, brass knuckles, starter gun, B-B gun, explosives.

Any Offense—

Warning/detentions/suspension up to five days.

First Offense—Warning/call or letter to parents and/or up to a possible three-day out-of-school suspension.

Second Offense—Up to a five-day suspension.

Subsequent Offense—Up to a ten-day suspension.

First Offense—Confiscation/parent contact, and/or out-of-school suspension.

***Second Offense—**

Confiscation/parent and police contact plus up to a five-day suspension. Possible recommendation for long-term suspension or expulsion.

Subsequent Offense—

Recommendation for long-term suspension or expulsion.

NOTE: *Confiscated property will be given to parents or police officials, as appropriate.

First Offense—Permanent expulsion or alternative actions prescribed by School Code Section 1311 and Board Policy 5610.01. Law enforcement authorities will be notified in validated cases of this misconduct. Pursuant to State of Michigan Public Act 328 of 1994.

Matters Pertaining to the Safety of Others, continued

- G. Leaving school property and/or classroom without authorization from the teacher, principal or his/her designee from the time a student arrives on school grounds until school is dismissed.

First Offense—Conference with student and parent, possible suspension (in school or out) and possible notification to police.

Second Offense—Conference with student and parent with up to three-day suspension.

Subsequent Offense—Conference with student and parent with up to five-day suspension.

Matters Pertaining to Disruption of the Educational Process

- A. Cheating/Plagiarism—Copying the work of another and representing it as one's own.
- B. Dishonesty/Lying
- C. Forgery—Fraudulently writing the name of another person; falsifying time, dates, grades, addresses or other data on school forms.
- D. Disruptive behavior
- E. Indecency—Offending commonly recognized standards of health, safety, good taste, in behavior and dress, including sexual harassment, spitting or inappropriate touching of another

First Offense—Parent call plus loss of credit on paper.

Subsequent Offense—One-day suspension plus loss of credit on paper.

Any Offense—Warning, parent contact, conference with principal, and/or long term suspension or expulsion.

First Offense—Call/letter home to parents.

Second Offense—One-day suspension.

Subsequent Offense—Up to three-days suspension.

Any Offense—Warning, detentions, suspension up to five days.

Any Offense—Warning to suspension (one-ten days), and possible recommendation for expulsion, at the discretion of the administrator, and depending on the severity of the

Matters Pertaining to Disruption of the Educational Process, continued

- F. Truancy—The failure to attend class, or a scheduled class activity, for any period of time; chronic tardiness may be considered as truancy. A student who is truant will be required to satisfactorily complete the missed assignments so as not to be at an academic disadvantage.
- G. Toys or Recreational Paraphernalia, which are not intended for curricular or co-curricular program activities, are not permitted at school. Examples include but are not limited to radios, walkmans, skateboards, hockey sticks, sleds, rollerblades, baseball bats and laser pens.

Dress Code

Dress or grooming which is materially and substantially disruptive to the educational environment is prohibited (to include but are not limited to clothing and/or accessories which endorse any item or product related to tobacco, alcohol, other controlled substances or which are sexually suggestive or promote violence. All clothing must be neat, so as to present the best possible appearance. Sagging and bugged pants are not allowed. Parents will be called to bring other attire that is appropriate. Shoes must be worn and HATS ARE NOT ALLOWED. Decency as interpreted by the administration and staff is to be maintained at all times, including all school-sponsored activities. Halter tops, mesh shirts, tank tops, shirts which expose the midriff, short skirts, short shorts, stretch shorts, biker shorts (latex), shorts with slits or cutoffs, or other types of revealing clothing will not be permitted. Shorts and other apparel worn must be mid-thigh or longer.

First Offense—Contact with parents after more than three tardies.

Subsequent Offense—Contact truancy officer.

First Offense—Warning—student asked not to bring item(s) to school.

Second Offense—Parent contact—confiscation of item(s) until parent picks it up.

Subsequent Offense—Parent contact—confiscation—up to two-day suspension.

First Offense—Warning and sent to office until appropriate attire is secured. Parents will be notified.

Subsequent Offense—Warning and sent to office until appropriate attire is secured.

Matters Pertaining to Controlled Substances

***Law enforcement agencies will be notified if appropriate.**

A. Tobacco—all types

1. Possession

First Offense—Confiscation, parent contact and one-day suspension.

Second Offense—Confiscation and three days suspension and a meeting with the designated substance abuse counselor and his/her parents.

Subsequent Offense—Confiscation and five days suspension and a meeting with parents.

2. Use, sale and/or distribution on school property and/or at school activities.

First Offense—Confiscation and three days suspension and a meeting with parents.

Second Offense—Confiscation and five days suspension and a meeting with parents.

Subsequent Offense—Confiscation, ten days suspension, and recommendation for long-term suspension or expulsion and a meeting with parents.

B. Paraphernalia

1. Possession, use, sale and/or distribution on school property and/or at school activities.

First Offense—Confiscation, parent contact and one-day suspension.

Second Offense—Confiscation, three days suspension and a meeting with the parents.

Subsequent Offense—Confiscation, five days suspension and a meeting with the parents.

Matters Pertaining to Controlled Substances, continued

- C. Students shall not possess or purport to possess alcohol, controlled substances or mind-altering drugs on school property or at school-sponsored events. Students attending school, or school activities, after using these substances will be subject to the policy regardless of amount taken.

- D. Sales, distribution, furnishing or attempting to sell, distribute or furnish alcohol, controlled substances, or mind-altering drugs.
- E. Selling or furnishing substances purported or represented to have the effects of controlled drugs or purported or represented to be controlled drugs.

First Offense—

OPTION "A"—Suspension (five days); an assessment by a State licensed agency for a determination of the student's chemical dependency and a meeting with parent(s) prior to readmission. *

-OR-

OPTION "B"—Suspension (10 days), a meeting with parent(s) prior to readmission; and possible recommendation for long-term suspension or expulsion.

* In **OPTION A**, it is required that the appointment with the State licensed assessment agency be made prior to readmission to school. The student and the parent(s) will be required to follow the recommendation resulting from the assessment. If extensive treatment is needed, a student enrolled in an approved state licensed inpatient program will be eligible to continue earning school credit through a hospital/homebound program. Work and assignments will be given by the home school of the student, when appropriate.

First Offense—Suspension (ten days) pending a Board of Education hearing with recommendation for counseling and/or expulsion; referral to the police department.

First Offense—Suspension (ten days) and a meeting with parents prior to readmission. Possible recommendation for assessment by a licensed agency for a determination of the student's chemical dependency.

Second Offense—Suspension (ten days) pending a Board of Education hearing with a recommendation for long-term suspension or expulsion and/or a meeting with parents prior to re-admission.

Above offenses will be cumulative over the years during which the student is enrolled in Brighton Area Schools.

Other conduct, which is not specifically enumerated in the Elementary Code of Conduct, and which, in the judgment of the Board of Education, constituted gross misdemeanor or persistent disobedience, shall be subject to disciplinary action such as the Board of Education or its administrators deem appropriate.

Police referrals will be made in accordance with State law. Other referrals to police may be made at the discretion of the building administrators. Parent(s) will be informed of all police referrals.

Suspension Procedures

The following procedures will be followed if short-term suspension is to result from the disciplinary process:

1. The student shall be informed of the specific charges that are thought to be a basis for disciplinary action to be taken against him/ her and an appointment will be made for a meeting with a school administrator.
2. The student will have the right to present to the school administrator any relevant information that will support his/her defense.
3. If the student is suspended by the school administrator, the administrator will notify the parents as soon as possible of the suspension, the reasons for it, and the steps necessary to effectuate the student's return.
4. If the parent(s) or guardian(s) are dissatisfied with this action, they may appeal to the Assistant Superintendent of Human Resources and Pupil Services. The hearing will be conducted in the same manner as an expulsion hearing.
5. If a long-term suspension is recommended by the building administrator, it may include permission for reinstatement prior to serving the full suspension. If permitted by the building administration, the recommendation will include requirements that the child must satisfy and the date reinstatement would be considered.

Expulsion Procedures

The following procedural guidelines will govern the expulsion process:

1. Written notice of charges against a student shall be supplied to the student and his/her parent/guardian and included with this notice shall be a statement of the time and place for the hearing. The time and place shall be reasonable for all parties involved.
2. Parent or guardian shall be notified that they may attend such hearing, if they so desire.
3. The student, parent or guardian may be represented.
4. The student shall be given an opportunity to present his or her version of the situation. S/he will be allowed to testify and will be allowed to present the testimony of other witnesses and to offer additional evidence.
5. The student shall have the opportunity to be present when any evidence is offered against the student. In addition, the student and the student's legal representative shall be allowed to question any witness.
6. This hearing shall be conducted by a five-member panel appointed by the Board of Education who shall make its determination solely upon the evidence presented at the hearing.

7. On any appeal or in any short-term/long-term hearing, where the offending conduct has been admitted by the student, the hearing will concern only the appropriateness of the discipline to be imposed.
8. Records shall be kept of the hearing, but this need not be a verbatim record. Any party, at their own expense, shall be entitled to make verbatim record of the hearing.
9. The panel shall, within three days after the hearing, announce its decision as to whether or not the student violated the rules of the school district and its decision as to expulsion.
10. The decision of the panel shall be by a majority vote of the members appointed by the Board.
11. The findings of the hearing authority shall be reduced to writing and sent to the student and his/her parent or guardian.

Student Appeal Process

Both student and parents have the right to appeal teaching and administrative decisions and disciplinary actions. The proper sequence to be followed in appealing a decision within the school system is:

1. Teacher
2. Building administrator
3. Appropriate Assistant Superintendent
4. Superintendent

Discipline appeals beyond the building level should be made to the Assistant Superintendent for Human Resources and Pupil Services and must be made by the end of the following school day.

Every effort will be made to insure that students and parents are guaranteed rights of "due process" whenever decisions affecting their education are made. The proper channels of communication and authority should be followed when appealing a decision. For more information regarding procedures to be followed in making a formal appeal, please contact your building principal.

Homework

The Brighton Board of Education supports and encourages homework as a necessary and valuable function of school.

Homework Philosophy

In the most basic sense, homework is an extension of the classroom. As such, it should support and contribute toward fulfilling educational objectives for the student.

Meaningful and carefully planned homework serves many purposes, but basic to its use would be: strengthening of skills, extension of experiences, and providing opportunity to develop skills of self-discipline and time management. It is believed that the homework policy outlined below succeeds in maintaining a cooperative relationship between school and home.

Because it does so, the policy is flexible and does not place excessive constraints on teachers, students, or parents.

Students who are absent due to illness two or more days may want to request assignments missed in order not to fall too far behind in daily work. Students who miss school due to family vacations will have their work set aside for them to complete upon their return. The student will have one day to make up work for each day absent. *Schoolwork will not be given in advance.*

Understand that much of the curriculum is hands-on and/or class discussion that teachers are unable to repeat. More details regarding homework are available in the Board of Education Policy Statement of Homework, which also includes the following suggested homework amounts:

Grades 1–2: 1 hour per week

Grades 3–5: 2 hours per week

In addition to this, a student's homework time could increase if make-up work is being completed or a project involving research or special preparation is being required.

Parent –Teacher Groups

Hawkins Elementary – PTO (Parent Teacher Organization)

Hilton Elementary – PTO (Parent Teacher Organization)

Hornung Elementary – PTO (Parent Teacher Organization)

Lindbom Elementary – PTO (Parent Teacher Organization)

Spencer Elementary – PTO (Parent Teacher Organization)

~~Miller Early Childhood Center – PTO (Parent Teacher Organization)~~

We urge all parents to become active participants in the groups listed above. The success of any of these mentioned is dependent on an active and large membership. The first step you can take in contributing to that success is becoming an active member.

Our parent groups have made many valuable contributions to Brighton Area Schools. Their support has provided our students with many special events, activities, and supplies.

Parent –Teacher Conferences/Report Cards

Regularly scheduled parent-teacher conferences are held in the fall and spring of each school year. These conferences are by appointment and you will be notified in advance of your appointment. We hope you will make a special effort to come, as a conference with your child's teacher is of great importance to the child and helpful to you. Since conference dates are set annually, please check the school calendar every fall for the schedule of conference dates.

Additional conferences are welcomed by the school staff. Arrangements can readily be made by calling or stopping in at the school office. Please make appointments with teachers for any special conference in advance by calling the school office or writing a note to the teacher. The principal may be called upon at any time to assist parents with problems.

Report cards are also used to communicate student progress. These are sent home the week after the end of the marking period.

The following codes are used on elementary report cards:

Academic Reference Code

Grades K-3 Report Card Key:

M—Meets the objective

S—Sometimes meets the objective

R—Rarely meets the objective

I—Objective introduced but not formally assessed at this time

Blank—Objective not yet introduced or assessed

K-2

* Concept Introduced

K-5

1. Secure

2. Developing

3. Area of Concern

Grades 3-4 Academic Codes:

(Grade 3 for math, science and social studies only)

93-100%..... A	73-77%.....C
90-92%..... A-	70-72%.....C-
88-89%..... B+	68-69%.....D+
83-86%..... B	63-66%.....D
80-82%..... B-	60-62%.....D-
77-79%..... C+	Below 60%E

Behavior Code

Usually

Sometimes

Rarely

Student Retention/Placement

The building administration is responsible for determining a student's grade level status each school year. When considering this status, a student's emotional/social level, academic achievement and physical maturity will be considered. Input will be received from teachers, parents/guardians, administration and support staff. A written retention form is filled out if a retention is to occur.

A "placed" student is defined as a student who has not successfully mastered the academic objectives of a grade but who has been advanced to the next grade level because in the opinion of the placement team, retention would not be beneficial in that child's situation. You will be notified of the process to give your input into the educational placement of your child.

Student Class Assignment

Many variables enter into a student's class assignment each year. Reading levels, math levels, combination classroom assignments, separating certain children, and providing a proper boy/girl ratio in each classroom are considered. Each building staff works hard to place every child in a good educational environment. You will be notified of the process to give your input into the educational placement of your child.

Testing Programs

Testing for the Michigan Education Assessment Program (MEAP) generally occurs during the months of January and February for students in grades 4 and 5. **month of October for students in grades 3 and 4.** More information, including specific tests to be administered and dates/times, will be sent out in a timely manner by the building administrator.

Emergency Drills

Necessary emergency drills will occur throughout the school year. The drill practice is necessary to assure the safety of everyone in the event a real emergency occurs. Teachers will explain drill procedures to students and Directions for Fire and Tornado Drills are posted in each classroom.

Student Pictures

Families may purchase student pictures each year. Students will have their individual pictures taken early in the school year. Specific information about the procedure and purchase of pictures will be sent home prior to picture day.

Visitors

We would like to indicate that parents are always welcome to visit the school. If you would like to visit your child's classroom, we ask that you make arrangements with the teacher prior to coming in, thus causing the least amount of disruptions to the students as well as the teacher. In accordance with our Safe Schools program, when you do visit you are required to check in at the office and sign in. A Visitor's Badge must be worn and visible at all times.

Volunteers

Brighton Area Schools encourages volunteerism in the schools. A very positive benefit, when working with students, is the relationship developed between the volunteer and student. We take seriously the relationships that are formed. For this reason, and to safeguard our students, we randomly check references of our volunteers with the legal system in accordance with school policy #3120.99. Your signature on the Volunteer Pledge form authorizes the district to make such checks, and releases the district of any obligation should the volunteer become ill or receives an injury as a result of his/her volunteer services. Parents who volunteer are asked to sign in and out at the school office each time they spend volunteer time in any building. Volunteer tutors may be available in specific content areas for selected students.

Brighton Area Schools Acceptable Use Policy

A. OVERVIEW

1. Internet access is available to staff and students of the Brighton Area Schools (the District). We are pleased to bring this access to the district and believe the Internet offers vast, diverse, and unique resources to users. Our goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication.
2. The Internet is an electronic highway connecting networks, computers, and subscribers worldwide. Users will have conditional access to:
 - a. Electronic mail communication, which is the sending and receiving of messages through the use of a computer account and password.
 - b. The worldwide web, which includes, for example. Public domain software and shareware, university library catalogs newspapers and magazines, financial, travel, and weather updates, lesson plans and resources for educators, research, and government information.
 - c. Bulletin board services.
3. Brighton Area Schools provides the use of technology, which is defined in this policy as including, but not limited to, the use of software, audio and video media, computers and hardware peripherals, networks, satellite and telecommunication equipment, cable television equipment, and video and audio equipment owned or leased by Brighton Area Schools and available for equitable information and communication resources in Brighton Area Schools.
4. Brighton Area Schools provides technology in furtherance of educational goals and mission of the District.
5. The intent of the Brighton Area Schools' acceptable use policy is to ensure that all uses of technology are consistent with its stated purpose. As part of the consideration for making District technology available to Brighton Area Schools, staff and students, users agree to use this technology for appropriate educational purposes. Rules have been outlined in this acceptable use policy. These rules are provided here so that users are aware of their responsibilities. In general, this requires efficient, ethical and legal utilization of the network resources. The intent of the use of the policy is to make clear certain cases, which are consistent with the purposes of the system, not to exhaustively enumerate all such possibilities.
6. The use of Brighton Area Schools technology is a privilege, not a right, which can be revoked at any time by the District. Any questions that users may have concerning appropriate use should be addressed to the Technology Director.
7. With worldwide access also comes the availability of material that may not be considered to be of educational value. On a global network it is impossible to control all materials and an industrious user may discover controversial information. Brighton Area Schools firmly believes that the valuable information and interaction available on this worldwide network outweighs the possibility that

users may procure material that is not consistent with the mission and education goals of the district.

B. Rights and Responsibilities

1. Certain Access Prohibited

Users are advised that some systems may contain defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening racially offensive, or illegal material. Users, the district and system administrators do not condone the use of such materials and do not permit usage of such materials in district and school environments. **Users and parents of students accessing the system should be aware of the existence of such materials and are responsible for monitoring usage of the system.** Users will not knowingly bring such materials into the district and school environment. Such activities will result in termination of their access to the system

In order to assist parents, the Board directs the superintendent or his/her designee to develop and enforce a system or method in Brighton Area Schools libraries open to the public that is designed to prevent minors from viewing obscene matter or sexually explicit matter that is harmful to minors. In addition, the school district implemented filtering software intended to block minor's access to visual depictions that are obscene, child pornography, harmful to minors, or that the school district determines to be inappropriate for minors. Minors may use e-mail and other forms of direct electronic communications only for education purpose and only when supervised by an adult.

Despite the precautions that the school district may take to prevent access to potentially objectionable content, the district does not guarantee that school officials will control user access to such materials, or that users will not have access to such materials while using the school district's technological resources.

2. Warranties Not Provided

Brighton Area Schools will not be responsible for any damages suffered by the user. Use of any information obtained via the Internet is at the user's own risk. Brighton Area Schools specifically denies any responsibilities for the accuracy or quality of information obtained through its services.

The system administrators and the Board do not warrant that the functions or services performed by, or that the information or software contained on the system will meet the users' requirements or that the operation of the system will be uninterrupted or error-free or that defects in the system will be corrected. The district's system is provided on an "as is, as available" basis. The district does not make any warranties; express or implied, including without limitation, those of merchantability and fitness for a particular purpose, with respect to any services provided it and any information or software contained therein.

The Brighton Area Schools is not liable for any information or data that may be lost, damaged, or unavailable due to technical or other difficulties, delays, non-

deliveries, misdeliveries, or service interruptions caused by it's own negligence or the user's error or omissions.

The district is not responsible for any damages caused to a user's own hardware of software incurred from downloading computer viruses or other containments.

Electronic mail is not considered private communication. It may be reposted. It may be accessed by others and is subject to subpoena and Freedom of Information Act requests. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.

3. Rules

Because of the complex association between Brighton Area Schools and other agencies, schools, and networks, the end user of any of these networks and services must adhere to strict rules. These rules are provided here so that staff and students are aware of the responsibilities they are about to acquire. The Superintendent may modify these rules at any time by publishing the modified rule(s). The signature(s) at the end of this document are legally binding and indicates the party(ies) who signed has (have) read the terms and conditions carefully and understand their significance.

a. Misuse ... definition and penalty

Users of district technology will be responsible for its use and misuse. Appropriate use of district technology is defined as use in furtherance of the educational goals and mission of the district. Users should consider any use that does not fall under the above mission statement and general information as being potential misuse for which loss of technology use and disciplinary consequences may occur. Any questions should be referred to the Technology Director.

b. Privileges

Brighton Area Schools users are privileged to:

Use all authorized hardware and software to facilitate learning and enhance appropriate educational information exchange.

Access information from outside resources, which facilitate learning and enhance appropriate educational information exchange.

Access other networks and the Internet to retrieve and submit information to facilitate appropriate learning and enhance appropriate information exchange.

c. Responsibilities

Brighton Area Schools users are responsible for:

Utilizing district technology for facilitating appropriate learning and enhancing appropriate educational information exchange consistent with the purposes of the district.

Appropriate use and care of technology and attending appropriate training sessions.

Adhering to the rules established for the use of hardware, software, labs, networks in the district or through remote access outside of the district.

Maintaining the privacy of passwords and are prohibited from publishing or discussing passwords.

Having all disks or videos scanned for virus, dirt, or other contamination, which might endanger the integrity of district hardware, software, and networks before they are used in the systems.

All materials received via the Internet under their account. They accept responsibility for keeping all pornographic* material, inappropriate files, or fields dangerous to the integrity of the school's network, equipment or software from entering the district via the Internet or from being reproduced in visual, digital, or written format.

*Pornography is defined as any representation of sexually explicit behavior.

Maintaining the integrity of the electronic mail (e-mail) system.

Adhering to U.S. or state laws and regulations, trade secrets, fair use, software reproduction, and copyright guidelines in the use of hardware, software, and in transmission or copying of text or files on the Internet from other sources.

Limiting use of disk space and deleting files and e-mails in a timely manner.

d. On-line Conduct

Users are prohibited from using technology for commercial activity product advertisement or political lobbying, or for making any financial commitments on the Internet.

Users are prohibited from the malicious use of technology to disrupt the use of technology by others, to harass or discriminate against others, and to infiltrate unauthorized computer systems.

e. Network Etiquette

Users are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to:

Be polite. Do not get abusive in your messages to others.

Use appropriate language. Do not swear; use vulgarities, or any other inappropriate language.

Illegal activities are strictly forbidden.

Do not reveal your personal address or phone numbers, or those of colleagues or students.

Do not use the network in such a way that you disrupt the use of the network by other users.

All communications and information accessible via the network shall be assumed to be private and should not be copied or used in whole or in part by any person other than the author.

f. Computer System Security

Security on any computer system is a high priority, especially when the system involves many users. If a user feels that they can identify a security problem on the system, the user must notify their teacher. The user shall not demonstrate the problem to others.

g. Passwords

Passwords to the system should not be easily determined by others, nor should they be words, which are found in a dictionary. Attempts to log in to the system using another user's account or as a system administrator will result in termination of the account. Users shall immediately notify their teacher if their password is lost or stolen, or if they have reason to believe that someone has obtained unauthorized access to their account. Any member identified as a security risk may be denied access to the system.

h. Vandalism

Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another member, equipment, software, the system, or any other of the agencies or other networks that are connected to the system. This includes, but is not limited to, the uploading or creation of computer viruses.

C. Consequences of Inappropriate Network Behavior

1. Any user who does not comply with the Acceptable Use Policy may receive a warning letter, lose network and technology privileges for a determined period of time, or incur financial liability or legal action. Repeated or severe infractions of the policy may result in permanent termination of privileges.
2. The district does not take responsibility for resources located or actions taken by Brighton Area Schools users that do not support the purposes and mission of the district.

1-20-97
rev. 6-30-06

IX.D.2.



TO: Trustees, Board of Education
FROM: Bonnie P. Riutta, Interim Superintendent of Schools
RE: High School Handbook, Second Reading
DATE: May 6, 2009

The high school handbook revisions, including the attendance policy, is presented for the Board's consideration. It is recommended that the handbook be approved as presented.

Motion

Moved by:

Supported by:

To approve the Brighton High School handbook as presented.

Voice vote:

_____ Ayes

_____ Nays

TO: Bonnie Riutta, Interim Superintendent
FROM: Ken Hamman, Principal-Brighton High School
RE: BHS Attendance Policy
DATE: May 6, 2009

Hopefully, you have had an opportunity to peruse our recommendations on the new High School attendance policy being recommended for adoption for the 2009-2010 school year. As I had mentioned at the close of our presentation two weeks ago, we are also including this week some accompanying clean up language related to Saturday school and one-for-one language in the existing handbook. These changes would accurately reflect expectations and consequences under the new policy should you choose to approve our recommendations.

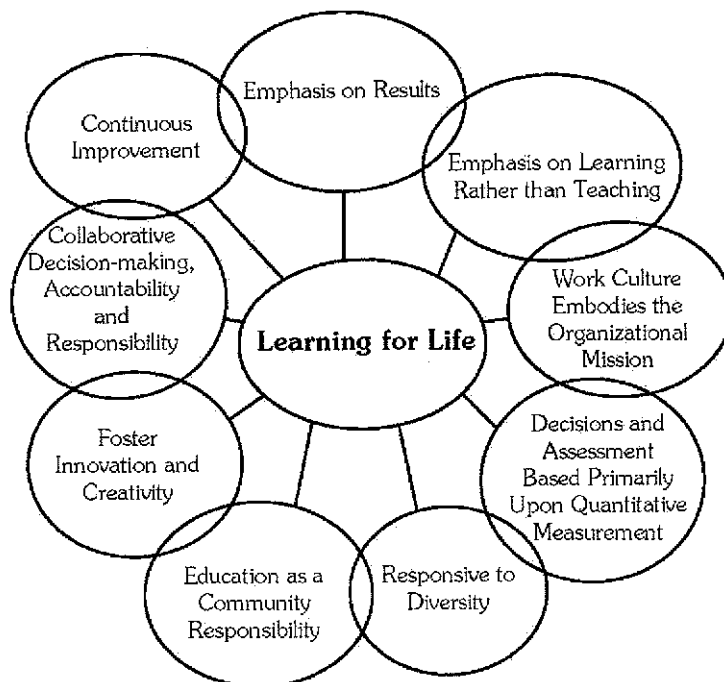
Thank you, and please let me know if you have any questions.

BRIGHTON BOARD OF EDUCATION
Statement of Philosophy and Guiding Principles

The home and parent play a major role in the implementation of a school philosophy. Without question, the home is the dominant influence on every child and, therefore, it is necessary for the home and school to work together.

The school staff is working within the framework of our Board of Education's philosophy and goals. The District's mission statement is *Learning for Life*; each Brighton graduate is prepared as a lifelong learner to use academic and life skills to be self-sufficient, resourceful, an effective communicator and a productive citizen who contributes to our democratic society within a global community.

GUIDING PRINCIPLES



The Brighton Area School District supports the State of Michigan in requiring the teaching of core democratic values and constitutional principles. These include, but are not limited to: truth, justice, equality, liberty, diversity, the common good, the rule of law, and individual rights.

We intend that students will learn respect, responsibility and caring for self, others and the environment. Further, we expect all students and adults to practice honesty, fairness and responsible citizenship, which is essential to being good community members.

We recognize that each school has needs unique to the pupils it serves. Our basic goal is to provide students with the foundation that will allow students to acquire skills and attitudes to reach our mission.

PREFACE

This handbook, a cooperative effort of students, teachers, parents, and administration, sets forth the rules and regulations that govern the students' involvement with the academic, social, and recreational programs of Brighton High School. The goal is to promote learning for life in a safe, drug, and violence free environment.

It is recognized that guidelines are necessary if an orderly operation is to be achieved. This handbook has been adopted as policy by the Brighton Area Schools Board of Education to accomplish that goal. In addition to the guidelines in this handbook, all Board of Education policies apply.

ACADEMIC REQUIREMENTS AND STANDARDS

Credits

Courses meeting five (5) days a week for one year receive one (1) credit; courses meeting for one semester receive one half ($\frac{1}{2}$) credit. Quarter ($\frac{1}{4}$) credits are not given with the exception of the combined classes Marching Band/P.E. and Marching Band/Music Technique. Students are required to maintain and attend a complete class schedule.

Graduation requirements

To graduate with a diploma from Brighton High School, students must satisfy the following conditions:

1. *Academic diploma*

A. Earn twenty-two (22) credits.

B. Receive thirteen and one-half ($13\frac{1}{2}$) credits in the following areas: English
. 4 Credits
(Including American Literature)
U.S. History 1 Credit Consumer Economics
. $\frac{1}{2}$ Credit Physical Education 1 Credit Mathematics
. 2 Credits Government 1 Credit
Science 2 Credits Health Education
. $\frac{1}{2}$ Credit Social Studies (Elective) 1 Credit Computer
Applications $\frac{1}{2}$ Credit

Semester Grades

For a student to receive a passing grade for the semester, s/he must pass two out of three of the grades within the semester and receive a .67 on a 4 point scale. That is, a student must pass two of the following grades:

(2) quarter grades; (1) final exam grade A student, therefore, who received a passing grade on the third quarter grade, but failed the 4th quarter grade and the final exam grade, would receive a failing grade for the semester.

Grade Point Average

Each student's report card will indicate a grade point average for that nine-week period. Brighton High School uses the 4-point grading system for all purposes. *A cumulative grade point average for each student is computed only at the end of each semester.*

Honor Roll

Honor status requires academic accomplishments supported by acceptable Personal Management Grades (PMG). All students obtaining a PMG of 1, 2 or 3 in each class and who earn a *cumulative average of 3.0 points overall*, with no grades less than a C-, will be listed on the honor roll. The following values have been assigned to each letter grade:

Letter Grade Point Percentage

a.	A	4.00	.93 – 100	A-	3.67	.90 – 92	B+	3.33	.87 – 89
b.	B	3.00	.83 – 86	B-	2.67	.80 – 82	C+	2.33	.77 – 79
c.	C	2.00	.73 – 76	C-	1.67	.70 – 72	D+	1.33	.67 – 69

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Letter Grade Point Percentage

a.	D	1.00 . . 63 – 66	D-	0.67 . . 60 – 62
b.	E	0.00 . . Failing		
c.	G	Credit for tutorial or student assistant positions		
d.	I	0.00 . . Incomplete		
e.	W	Withdrew		

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To graduate with honor, the following criteria must be met:
3.3 – Cum laude 3.5 – Magna cum laude 3.8 – Summa cum laude

Personal Management Grade

Under the current grading system, a scale from 1 to 5 can be used when reporting a student's Personal Management Grade (PMG). Good citizenship is an expected outcome of good education; therefore, to keep parents informed and to encourage students to demonstrate the traits of a good citizen, teachers will include this number on the report card. The criteria follows: *To receive a "one" the student will demonstrate a positive approach to school work and to others while maintaining an excellent attendance record. The student will exhibit self-motivation, excellent teamwork skills, and timeliness in completing all work. The student will often do more than is required for the class and is a positive role model for other students.*

To receive a "two" the student will usually demonstrate a positive approach to school work and to others while maintaining a good attendance record. Minimum supervision is required and work is completed in a timely manner. Courteous and attentive in class, the student spends class time productively and is a positive team member.

To receive a "three" the student will demonstrate a willingness to accept assignments, though s/he may not always complete them on time. The student's attendance and tardy record is in need of improvement. While getting along with others most of the time, the student may sometimes become a disruptive influence in class, needing reminders to stay on task.

To receive a "four" the student will demonstrate a negative attitude toward school and his/her peers, showing a disregard for the importance of regular attendance and punctuality. Needing regular reminders to stay on task, the student often creates disruptions in class and consistently fails to turn in assignments on time.

To receive a "five" the student will demonstrate a lack of pride in his/her work, requiring constant supervision and showing little respect for the teacher and his/her peers. The student does not assist members of a team toward the achievement of a goal. Compiling a poor attendance/tardy record, s/he is not willing or ready to work when class begins and does not complete all assignments or projects.

Academic Letter

Students may earn an academic letter by achieving a minimum of a 3.5 grade point average for two consecutive semesters and must be registered at Brighton High School during both semesters to qualify. Students may display their letters on a Brighton High School leather sleeved jacket.

National Honor Society – Brighton Chapter

Juniors are considered for membership to the National Honor Society following the first semester of their junior year. NHS is an honorary organization sponsored by the Brighton High School faculty and the National Association of Secondary School Principals. The four criteria by which a student is evaluated for membership are scholarship, leadership, service, and character. Students must have a minimum cumulative GPA of 3.5, demonstrate leadership roles within and/or outside of school, demonstrate service activity without any direct financial or material compensation to the individual, and show qualities of respect, responsibility, trustworthiness, fairness, caring, and citizenship.

The selection process follows these steps:

1. 1. Those students scholastically eligible by earning a 3.5 cumulative GPA are invited to complete a Student Information form and write a Personal Statement.
2. 2. Feedback regarding these students is solicited from faculty members.
3. 3. Discipline and attendance records are reviewed.
4. 4. A five member Faculty Council appointed by the principal reviews all of the above information and recommends students for membership.
5. 5. Students are notified and either accept or decline membership.

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Progress Reports

At the midway point of each quarter, all students will receive a progress report in each class. The progress report will be issued directly to the student. These serve as an indication to students and parents as to academic standing while time remains to make corrections prior to the issuance of report cards. If a student's work becomes unsatisfactory after the issuance of progress reports and before the end of the card marking, parents will be notified. Parents and students are encouraged to make appointments with teachers in whose classes problems exist. Please call the high school office.

Report Cards

The student school year is divided into four (4) quarters with report cards issued at the conclusion of each one. At the conclusion of each semester, report cards will include final examination and semester grades. The semester grade is an average of the two quarter grades (40% each), and the exam grade (20%). Course credit is determined by semester grades.

Final Exams

Final exams must be taken as a part of the total course requirements. The final exam counts 20% of the semester grade. Final exams are expected to be taken at the regularly scheduled time. If final exams are not taken, then the final exam grade and the semester grade will be marked "T" (Incomplete).

Incompletes

When, in a teacher's opinion, illness or other valid reasons have interfered with the student's ability to meet class deadlines, an incomplete can be given rather than a grade. In such cases, each student will have three (3) weeks to complete the work. Failure to comply with this condition or make other administratively approved arrangements will result in a failing grade.

Summer School

For high school students who wish to make up credit, Brighton Community Education offers a summer school program.

If a student wishes to enroll in a summer school program other than the Brighton program and apply that class towards Brighton High School graduation, prior administrative approval is necessary. For additional information contact your counselor or Brighton Community Education.

Adult Education For Senior Students

Brighton Community Education Adult Night School is available only to seniors who still need graduation credit after having attended summer school between their junior and senior years. Seniors are expected to have made up loss of credits during the summer program. A second semester senior may attend night school, without having attended summer school, only if there was a loss of credit first semester of the senior year which would make the student ineligible for June graduation. A maximum of one-half ($\frac{1}{2}$) credit per semester may be earned during the senior year. Students must attend the class for a minimum of fifty-two (52) out of sixty (60) total class hours to receive credit. (Note: each class meets four (4) hours, therefore, two (2) absences equal eight (8) hours.)

STUDENT RIGHTS AND RESPONSIBILITIES

The Board of Education of the Brighton Area Schools recognizes the following principles:

1. 1. That the primary intent of society in establishing the public schools is to provide an opportunity for learning.
2. 2. That the students have full rights of citizenship as delineated in the United States Constitution and its amendments.
3. 3. That citizenship rights must not be abridged, obstructed, or in other ways altered except in accordance with due process of law.
4. 4. That education is one of these citizenship rights.

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RIGHTS AND RESPONSIBILITIES

As a citizen and student you are guaranteed certain rights; along with these rights you must accept responsibilities. You have the right to pursue self fulfillment and the responsibility not to infringe on the rights of others. Some of the most significant rights and responsibilities in the school setting are:

- | | |
|---|---|
| A. <i>The right to:</i> Pursue, through study and self-application, a quality education and to attain personal goals through participation in the entire school program. | <i>The responsibility to:</i> Attend classes daily, be on time to all classes, and obey school rules. |
| B. Participate in school activities without being subject to unlawful discrimination on any basis.. Where access to participation in programs or activities is on a competitive basis, each student has the right to an opportunity to compete on an equal basis. | Foster good human relations within the school by practicing courtesy and tolerance in their dealings with each other and to respect the dignity and worth of other individuals. |
| C. Practice freedom of speech, freedom of expression of ideas, and freedom of the press keeping in mind recent Supreme Court decisions. | Refrain from libel, slanderous remarks, and obscenity in verbal and written expression. |

D. Express views or protest symbolically so long as the manner of expression does not interfere with the orderly operation of the school or the rights of others. Develop tolerance of the view-point and opinions of others. Recognize the right of other individuals to form different points of view, and to dissent in an orderly and respectful manner.

E. Participate in patriotic exercises or refrain from participating. Respect the rights of classmates who do or do not wish to participate.

F. Be secure in their persons, and effects against unreasonable searches and seizures, privacy in regard to their personal possessions, unless there is reasonable suspicion that the student is concealing materials prohibited by law or school regulation. Respect the rights, property, and privacy of other students and school personnel, carry only those materials which are acceptable under the law, the school code of conduct, and which are not hazardous to any person or property and to accept the consequences for articles in school lockers.

G. Fair, reasonable and impartial Be familiar with school rules (see treatment when being disciplined Code of Conduct). Be accepting for violation of school rules. of fair and reasonable discipline.

Follow prescribed procedures for appealing the discipline imposed.

H. Expect that school will be a safe Be aware of all the rules and place for all students to gain an regulations related to student education and participate in behavior, conduct and upon school sponsored events. request identify themselves to

school authorities via school ID.

I. Attend school sponsored Observe the same standards of off-campus events. conduct as required in school.

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Student Government and Athletics Rights and Responsibilities

Any student involved in student government or athletics should receive a copy of the code of conduct of that activity from the coach or sponsor. Students must meet the standards for individual sports and/or student government policies in addition to those outlined in this handbook.

Guidelines for Participation in Co-Curricular Activities Purpose

The purpose of co-curricular activities is to provide students an opportunity to develop leadership, teamwork and communication skills. Additionally, participation in co-curricular activities is intended to strengthen the student's connection to the school and its staff, thereby enhancing the school climate for all. Co-curricular activities enhance the development of character and the sense of responsibility both toward oneself and toward others. Co-curricular options also provide opportunities to learn the new roles and healthy activities that may connect with career pathways.

Eligibility

All Brighton High School students are eligible to participate in co-curricular activities provided:

- they adhere to the policies and procedures of Brighton Area Schools, as set forth in the Student Handbook.
- they maintain a grade point average of 1.665 (C-) and meet the requirements for credit in all classes. If they fail to pass all of their classes, eligibility will be lost until progress reports are issued and the GPA is at or above 1.665 with no failing grades.
- the Bylaws as adopted by the organization and approved by administration are followed. Bylaws include the following information, as applicable:

- Name of the Club or Student Group
- Purpose
- Membership
- Duties of Members
- Removal from Membership
- Attendance
- Meetings
- Committees (if applicable)
- Voting
- Required Activities
- Meeting Structure
- Qualifications for Officers and Elections
- Bylaw amendment procedures

Awards

Students are eligible for certificates, school letters or other recognition in accordance with the criteria established and approved for each co-curricular activity.

Suspension/Exclusion from Co-Curricular Activities

All students participating in co-curricular activities are expected to comply with the policies and procedures of Brighton Area Schools as set forth in the Student Handbook. Any student suspended from school may not participate in, or attend co-curricular activities during the date(s) of the suspension, including weekend activities.

Generally, a student suspended on a given day is excluded from activities on that date, but the administrator reserves the right to extend that exclusion to the afternoon/evening before the suspension date. In the case of vacation periods which may cause extended removal from activities, the administration may make exceptions.

Student Code

The Student Code of Conduct extends to off campus activities held by clubs and student government as well as on campus activities.

Ethical Standards

All B.H.S. students involved in activities are representing Brighton High and are expected to exhibit and subscribe to a code of ethics and accept the direction of their sponsor/advisor.

Revised 5/14/03

Animals In The School

Students may not bring animals to school with the exception of those for the purpose of assisting students with special needs. If a teacher plans to keep an animal in the classroom for study and observation, parents will be notified of the specific animal(s) in case there is a potential for an allergic reaction or other health related reactions.

Disciplinary Process

1. *1. Warning* – A verbal or written notice to a student that a specific behavior is unacceptable and may result in stronger action if the behavior is not corrected.
2. *2. Student Conference* – A conference involving a student and staff member(s) for the purpose of discussing and solving behavioral problems.
3. *3. Parent and/or Guardian Conference* – A conference involving the parent(s) and/or guardian(s) and staff member(s) for the purpose of discussing and solving behavioral problems. The emphasis is on enlisting the assistance of the parent(s) and/or guardian(s). The student may also be involved in a parent and/or guardian conference.
4. *4. Referral to a Resource Agency or Person* – Referral to an in-school or out-of-school agency or person may be made whenever it is felt that such an agency or person may be of assistance in the solution of a behavior problem. A referral should normally be made with the cooperation of a student and/or parent(s).

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5. 5. *Detention* – A student in violation of a school rule or policy may be required to spend a specific period of time before or after school in a specific location assigned by a teacher or administrator. Such detention will be actively supervised by a staff member.
6. 6. *Alternate Disciplinary Action* – The teacher or administrator may offer an alternative form of disciplinary action. Such action will be defined and described by the building administrator.
7. 7. *Suspension and Expulsion From School*

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When other procedures fail to produce satisfactory behavioral changes, or where specifically required by the nature of the problem, a student may be excluded from school. Such exclusion may involve any of the following or combination thereof: *suspension from a class, subject or activity for up to one (1) full school day, suspension pending investigation, suspension for a period of one (1) to ten (10) school days, suspension pending expulsion, long-term suspension of eleven (11) to one hundred and eighty (180) school days, and/or expulsion*. In the event an offense is committed which requires additional investigation prior to final determination of the penalty to be imposed, a suspension may be imposed during the investigation. Short-term suspension is defined as removal from school for a period not to exceed ten (10) school days. Long-term suspension is defined as removal from school for a period of eleven (11) school days and up to one hundred and eighty (180) school days. Expulsion is defined as removal of the student from school attendance in the district. Expulsion may be for a period in excess of one (1) school day up to permanent removal from school attendance. In some cases, where expulsion is being considered, a suspension may be invoked pending the decision. (It should be noted that dates of suspension are dates that school is in session. This excludes snow days, holidays and vacation days.)

8. *Suspension/Exclusion from Co-Curricular Activities*

Any student suspended from school may not participate in or attend co-curricular activities during the date(s) of suspension, including weekend activities. Generally, a student suspended on a given day is excluded from the activities on that date, but the administrator reserves the right to extend that exclusion to the afternoon/evening before the beginning suspension date. In the case of vacation periods which may cause extended removal from activities, the administration may make exceptions.

9. Suspension Procedures

The following procedure will be followed if a suspension is to result from the disciplinary process.

- a. A student may be suspended by a teacher from a class, subject or activity for up to one full day, if the teacher determines the student has violated any provision of the appropriate Student Code of Conduct. If this suspension is invoked, the teacher shall ask the parent or guardian of the student to attend a parent-teacher conference regarding the suspension. If possible, a school counselor, school psychologist or a school social worker shall attend the conference. The principal shall attend the conference if the teacher or parent so requests.

In all other cases the following procedure will be implemented if a suspension is to result from the disciplinary process.

- ☐ b. The student shall be informed of the specific charges which could be a basis for disciplinary action to be taken against him/her and an appointment will be made for a meeting with a school administrator.
- ☐ c. The student will have the right to present to the school administrator any relevant information that will support his/her defense.
- ☐ d. If a student is suspended by the school administrator, the administrator will notify the parent(s) as soon as possible of the suspension, the reasons for it, and the steps necessary to allow the student's return.
- ☐ e. If a parent(s), guardian(s) or student are dissatisfied with this action, they may appeal the decision by following the "Appeal Procedures."
- ☐ f. On any appeal or in any expulsion hearing, where the offending conduct has been admitted by the student, the hearing will concern only the appropriateness of the discipline to be imposed.

12

- g. If a long-term suspension is recommended by the building administrator, it may include permission for reinstatement prior to serving the full suspension. If permitted by the building administration, the recommendation will include requirements which the child must satisfy and the date reinstatement would be considered.

10. Behavioral Probation – The principal or his/her assistant may place a student on behavioral probation for a specific period of time during which critical examination and evaluation of the student's progress should take place.

Behavioral probation will be initiated through the use of a Behavioral Probation Contract. The contract will be an agreement between the student and the administrator concerning the specific changes expected, the terms of the probation, and length of the probation period. Failure to fulfill the contract, or a further infraction of school rules during the period of probation, will result in the imposing of further disciplinary action as set forth in the terms of the contract. The administrator should notify the parent whenever a student is placed on behavioral probation. Parents will be encouraged to discuss and assist so that the intent and terms of the probation are fulfilled. The student may be placed on probation to an administrator with the selection being by mutual consent of the student and administrator. If consensus cannot be reached, a probation supervisor will be assigned by the principal.

11. Expulsion Procedures

The following procedural guidelines will govern the expulsion process:

- ☐ a. Written notice of charges against a student shall be supplied to the student and his/her parent or guardian and included within this notice shall be a statement of the time and place for the hearing.
- ☐ b. A parent or guardian shall be notified that they may attend such hearing, if they so desire.
- ☐ c. The student, parent or guardian may be represented by legal counsel.
- ☐ d. The student shall be given an opportunity to present his/her version of the situation. S/he will be allowed to testify and will be called to present the testimony of other witnesses and to offer additional evidence.
- ☐ e. On any appeal or an expulsion hearing, where the offending conduct has been admitted by the student, the hearing will concern only the appropriateness of the discipline to be imposed.
- ☐ f. The student shall have the opportunity to be present when any evidence is offered against the student. In addition, the student and the student's legal representative shall be allowed to question any witness.
- ☐ g. This hearing shall be conducted by the Board-appointed Expulsion Committee, who shall make its determination solely upon the evidence presented at the hearing.
- ☐ h. In accordance with the laws of the State of Michigan, such a hearing may be public or private, in accordance with the desires of the student.
- ☐ i. Records shall be kept of the hearing, but this need not be a verbatim record. Any party, at their own expense, shall be entitled to make a verbatim record of the hearing.
- ☐ j. The Board-appointed Expulsion Committee shall announce its decision as to whether or not the student has violated the rules of the school district and its decision as to expulsion no later than ten
- ☐ (10) school days following the hearing.
- ☐ k. The decision of the Expulsion Committee shall be by a majority vote of the members appointed to the Committee.
- ☐ l. The findings of the hearing authority shall be reduced to writing and sent to the student and his/her parent or guardian.

12. Appeal Procedure Stage 1:

If a student or parent/guardian requests an appeal of a suspension issued by an Assistant Principal, a conference will be held with the student, his/her parent or guardian, and the Assistant Principal.

Stage 2:

A student or parent/guardian may appeal to the Principal upon disagreement with the results of the Level 1 appeal. A conference will be held with the student, his/her parent or guardian and the Principal.

Stage 3:

A student or parent/guardian disagreeing with the decision of the building Principal may appeal to the Superintendent or designee. A conference will be held with the student, his/her parent or guardian and the Superintendent or designee.

Note: If the suspension is issued by the Principal, the Level 1 appeal is held with him/her; the Level 2 appeal is directed to the Superintendent or designee.

Note: Requests for appeal at any level must be made by the end of the following school day.

Note: Any imposed discipline may be held in abeyance during the appeal process. If the disciplinary appeal is denied at the last stage of appeals, the imposed discipline is to commence immediately upon completion of the last stage of the appeal process.

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"The Board of a school district shall make reasonable regulations relative to anything necessary for the proper establishment, maintenance, management, and carrying on of the public schools of the district, including regulations relative to the conduct of pupils concerning their safety while in attendance at school or en route to and from school." (Michigan School Law 380.1300) Board policy prohibits the threat or use of corporal punishment, in accordance with State law (MCL 380.1312).

The purpose of the Code of Conduct shall be to support student growth by enhancing educational opportunities through improved student behavior. Brighton High School will maintain the student's due process while enforcing state and local laws, as well as appropriate school conduct and the rights and responsibilities of each student. These rules supplement our broad discretionary power to maintain safety, order, and discipline.

General Enforcement Procedures

1. Any student violating the rules and regulations as contained in this handbook will be subject to appropriate disciplinary action. Minor infractions will be subject to reprimands and, in these instances, the student's disciplinary history will be considered. Other infractions are subject to mandatory suspensions or expulsion as set forth in this handbook.

2. Students receiving suspensions must complete the duration of the suspension before returning to the regular classroom.

3. Parents will be notified of serious discipline problems and will be advised of all suspensions and police referrals.

4. The Livingston County Probate Court (Juvenile Division) will be advised of any situation which the administration feels comes within the jurisdiction of that Court.

5. The principal or the assistant principal will make all appointments for the student or his/her parents to confer with the superintendent.

6. Certain situations involving student safety or discipline may necessitate a mandated mental health and/or substance abuse evaluation by a state licensed agency or service provider prior to a student's return to school.

Disciplinary Levels – can be inclusive:

Level 1 . . Warning, after school detention, and/or peer mediation

Level 2 . . ~~Three hours detention or out-of-school~~
suspension. Parent notification

Deleted: One (1) day in (i.e. Saturday School) or

Level 3 . . Two (2) or three (3) days in or out-of-school suspension. Parent notification

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Level 4 . . Five (5) days out-of-school suspension with a possible reduction to three (3) days with parent conference and student behavior plan. Parent notification.

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Level 5 . . Ten (10) days out-of-school suspension with a possible reduction to six (6) days with parent conference and student behavior plan. Possible recommendation for expulsion.

Parent notification.

Level 6 . Ten days (10) out-of-school suspension with recommendation for expulsion. Parent notification

Student Behavior Plan

The administrator may offer the suspended student an opportunity to reduce the number of days of suspension by writing a student behavior plan. The student must include in his/her behavior plan:

- . • What s/he did wrong
- . • What s/he will do in the future so this behavior will not happen again.

The student and parent must meet with the administrator for approval and to reduce the number of days of suspension in a Level 4 from 5 to 3 days and in a Level 5 from 10 to 6 days.

The Conflict Resolution/Peer Mediation Program

The Conflict Resolution/Peer Mediation Program provides an opportunity for students to resolve conflicts peacefully and before they might be subject to disciplinary action. Referrals to peer mediation may come from staff members, administrators, parents or the students themselves. Students are required to participate in mediation sessions (peer or adult-led as determined by supervising adult) when requested by a teacher, administrator, or staff member. Action taken by either party breaking the agreed upon resolution may be subject to disciplinary action as outlined in the Parent and Student Handbook.

Violence, as defined by Brighton Area Schools, is any mean look, gesture, word, or action that hurts a person's body, feelings, friendships/reputation, or property.

Behavior:

in all categories includes, but not limited to 1st Offense 2nd Offense 3rd Offense

Category I: Teasing, insulting, name calling, mean or rude gestures, spreading rumors or behavior that would hurt other's feelings	Level 1	Level 2	Level 3
Category II: Swearing, taunting, Ridiculing, humiliating, threatening, pushing, shoving, grabbing, spitting	Level 2	Levels 3 – 4	Levels 4 – 5
Category III Sexual, ethnic, or severe harassment or intimidation	Levels 3, 4, 5** police	Levels 5,6**	Level 6**
Stealing or extortion	Levels 3, 4, 5**	Levels 5, 6**	Level 6**
Severe physical contact – fighting, kicking, punching	Levels 5, 6**	Levels 5, 6**	Level 6**

**possible police intervention/contact

Student Code Of Conduct

Type Of Conduct

Disciplinary Action

Matters Pertaining To Citizenship

A. *Violation of State laws and/ or local ordinances including, *but not limited to*: Any Offense – Level 5; file complaint with police, seek recovery of damages through court of competent jurisdiction.

1. 1. Abuse of fire alarms, safety equipment

2. 2. Bomb threats

3. 3. Lighting fires or burning or Any offense – Level 6; or attempting to burn any building alternative activities prescribed or any property belonging to in School Code section 1311 the school or property belonging and Board Policy 5610.01. to persons employed by the school or attending the school

4. 4. Possession, use, or threatening to Any offense – Level 6; or use dangerous weapons such as, alternative activities prescribed but not limited to, fire arms, in School Code section 1311 dagger, dirk, stiletto, knife with a and Board Policy 5610.01. blade over 3" in length, pocket knife opened by mechanical device, iron bar, or brass knuckles

5. 5. Bullying, harassment, or intimidation

(defined by Michigan Department of Education's Model: "Bullying, harassment or intimidation" means any gesture or written, verbal, or physical act that a reasonable person, under the circumstances, should know will have the effect of harming a student or damaging the student's property, placing a student in reasonable fear of harm to the student's person or damage to the student's property, or that has the effect of insulting or demeaning any student or group of students in such a way as to disrupt

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Matters Pertaining to Citizenship, continued

tor interfere with the school's educational mission or the education of any student. Bullying, harassment or intimidation includes, but

is not limited to, such a gesture or written, verbal, or physical act, that is reasonably perceived as being motivated by a student's religion, race, color, national origin, age, sex, sexual orientation, disability, height, weight, socioeconomic status, or by any other distinguishing characteristic.

- ☐ a. Non-directed type, not First Offense – Level 1 or 2 specifically directed toward Subsequent Offense – Level 3 a person or group
- ☐ b. Directed type, specifically First Offense – Level 2 or 3 directed toward a person or group Subsequent Offense – Level 5

6. Sexual harassment of students by other students or persons is prohibited. Any person engaging in an act of sexual harassment will be subject to disciplinary measures.

Any Offense – Level 1, 2, 3, 4 or 5; police referral when necessary; possible recommendation for counseling.

Sexual harassment is defined as: sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature which has the purpose or effect of unreasonably interfering with an individual's personal liberties or education or creates an intimidating, hostile, or offensive learning environment. Sexual harassment shall also be defined to include unwelcome oral or written comments, gestures, touching, pictures, objects or other.

Matters Pertaining to Citizenship, continued

- 7. A student shall not commit any act, verbal or non-verbal Any Offense – Level 1 to 5; police referral

(gestures, handshakes, attire, etc.) that may reasonably be perceived by any student or school personnel as evidence of membership in or affiliation with any gang. A student shall not commit an act, verbal or non-verbal, in furtherance of the interests of a gang or gang activity, including, but not limited: to (a) soliciting others for membership in a gang or gang-related activity; (b) requesting any person to pay for protection or otherwise intimidating or threatening a person. The term "gang", as used in this policy, means a group of two or more persons whose purposes or activities include the commission of illegal acts or violation of School District rules or policies. Gangs and gang

activity are not tolerated at Brighton High School. Incidents of gang activity will be reported and tracked with contact being made to the local police and to the parents.

B. Disrespect to school personnel *1. Verbal and/or written First Offense – Level 2 or 3
disrespect (short of profanity) Subsequent Offense–Level 4 or 5

*2. Verbal and/or written Any Offense – Level 6 assaults (Employee etc.) Board Policy 5610 as defined in Board Policy Section 1311a(2) School Code 5610
(threats – no bodily contact)

Matters Pertaining to Citizenship, continued

*3. Profanity directed at staff member First Offense – Level 4

	Subsequent Offense – Level 5
*4. Physical assault – Employee, etc.) as defined in Board Policy 5610 Section 1311a(1) School Code	Any Offense -- Level 6 Board Policy 5610 Section 1311a(1) School Code
*5. Refusal to follow reasonable instructions (insubordination)	First Offense – Level 2 or 3 Subsequent Offense – Level 4 or 5
*6. Refusal to identify oneself to school personnel or refusal to go to the office when asked	First Offense – Level 2 or 3 Subsequent Offense – Level 4 or 5
C. Profanity or obscenity (Verbal, written and/or gesture)	First Offense – Level 1 or 2 Subsequent Offense – Level 3
*1. Incidental	
*2. Loud and/or deliberate	First Offense – Level 3 Subsequent Offense – Level 4

Matters Pertaining To Property

*A. Theft	First Offense – Level 3, 4 or 5 Restitution and police referral, if appropriate.
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*B. Destruction of school property
or property of others

Subsequent Offense – Level 6.
Reparation and/or restitution
and police referral, if appropriate.

Subsequent Offense – Level 5

or implied)

*F. Behavior dangerous to oneself or others

Level 1, 2, 3, 4 or 5

*G. Possession, use, or threatening the use of any weapon or dangerous object(s) capable of inflicting bodily harm, not included in section on *Matters Pertaining to Citizenship* (A.4)

First Offense – Level 1, 2, 3, 4 or 5; Confiscation**

Subsequent Offense–Level 5 Confiscation**

*H. Throwing food in the cafeteria

Any Offense – Level 1 to 5

Matters Pertaining To Disruption Of The Educational Process

A. Truancy/Unexcused absence
The failure to attend class, or a scheduled class activity, for any period of time; chronic tardiness may be considered as truancy

First Offense – Level 2. Loss of credit for the day.

Subsequent Offense – Level 3, 4 or 5. Referral to County Attendance Officer for students 15 years of age or younger. Loss of credit for the day.

B. Closed Campus – leaving any designated area without authorization from the principal or his/her designee from the time a student arrives on school grounds until school is dismissed

First Offense – Level 2 and loss of parking privileges for 10 days

Subsequent Offense – Level 3, 4 or 5 and loss of parking privileges for 20 days

C. Failure to attend assigned disciplinary detention

First Offense – Level 2

Subsequent Offense –Level 3 or 4

Level 1, 2, 3 or 4

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D. Disruptive conduct

*E. Cheating/Plagiarism–presenting or copying the work of another and representing it as one's own or providing materials to be copied by another

First Offense – Level 1 or 2; loss of credit for the assignment

Subsequent Offense –Level 3 or 4; loss of credit for the

	assignment
F. Forgery, deception, lying, fraudulently writing the name of another person, falsifying time, dates, grades, addresses or other data	Level 1, 2, 3, 4 or 5
G. Misuse of technology. See Brighton Area Schools Internet Policy, pages 40 – 45.	Level 1, 2, 3, 4 or 5; restitution if necessary. Police referral, if appropriate.
H. Eating, drinking and/or possessing opened beverage containers outside the cafeteria and improper/non disposal of waste	First Offense – Level 1 or 2 Subsequent Offense – Level 2

Matters Pertaining to Disruption of the Educational Process, continued

I. Gambling for money or valuables	First Offense – Level 3; possible police referral Subsequent Offense – Level 4 or 5; police referral
J. Indecency Offending commonly recognized standards of health, safety, good taste, with respect to behavior, (spitting), public display of affection, dancing, or communication	Level 1, 2, 3, 4 or 5
K. Toys or recreational paraphernalia, including electronic devices, which are not intended for curricular or co-curricular activities are not permitted in the classroom.	First Offense – Level 1; Confiscation**- student asked not to bring item(s) to school. Subsequent Offense – Level 2 or 3; Confiscation**

Prohibited Items include, but are not limited to: radios, CD/tape players, lasers electronic devices, glass bottles, rollerblades and skateboards of any type are not permitted in school building.

Cellular Phones and Pagers Board Policy #5136

In keeping with the authority vested in the Board of Education by Public Act 132, the Board will permit students to carry pocket pagers, cell phones and other personal communication devices subject to the following considerations and restrictions:
A. The option of bringing pocket pagers, cell phones or other personal communication

devices to school is considered a privilege, and as such, any violation of the rules, expectations or considerations set by the building administration will result in its revocation for the balance of the school year.

B. All pocket pagers, cell ones and other personal communication devices must be turned off during regular school hours unless the student is given authorization by an administrator or teacher.

C. Students who elect to bring pocket pagers, cell phones or other personal communication devices to school recognize that they incur a risk that such equipment may be lost or stolen.

Matters Pertaining to Disruption of the Educational Process, continued

L. Dress Code

Dress or grooming which is materially and substantially disruptive to the educational environment is prohibited (to include but are not limited to, clothing and/or accessories which endorse any item or products related to tobacco, alcohol, other controlled substances or which are sexually suggestive) or promote violence.

All clothing must be neat, so as to present the best possible appearance. Footwear must be worn. Decency, as interpreted by the administration and staff, is to be maintained at all times, including all school-sponsored activities. Tops, mesh shirts, shirts which expose the midriff, short skirts, short shorts, shorts with slits, tank tops and other types of revealing clothing

First Offense – Level 1;
immediate change of attire
and may be sent home to
change. The absence will count.

Subsequent Offense – Level 2 or
3; immediate change of attire
and may be sent home to
change. The absence will count.

will not be permitted. Underwear may not show. Shorts and other apparel worn must be mid-thigh or longer. Outerwear is prohibited in the building during regular school hours. Headwear will be allowed in the hallways, cafeteria and Media Center. All headwear is to be removed in the classrooms at teacher discretion.

In shops and food areas, health and safety regulations, as well as usual occupational dress requirements, will determine the dress code.

Matters Pertaining to Controlled Substances*

A. Tobacco – all types and paraphernalia (including smokeless chew)

1. Possession – including all paraphernalia
2. Use, sale, and/or distribution on school property and/or at school activities

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B. Students shall not possess***, or use, alcohol, controlled substances or mind-altering drugs and/or related paraphernalia on school property or at school-sponsored events. Students attending school, or school activities, after using these substances will be subject to this policy regardless of amount taken. ~~C. Sale, distribution, furnishing or attempting to sell, distribute or furnish alcohol, controlled substances, or mind-altering drugs~~ First Offense – Level 2; Confiscation**

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Second Offense – Level 3; Confiscation**

Subsequent Offense – Level 4; Confiscation**

First Offense – Level 3; and police referral. Confiscation**

Second Offense – Level 4; and police referral. Confiscation**

Subsequent Offense – Level 5; and police referral. Confiscation**

First Offense – Level 5 may be reduced to a 6 day suspension from a 10 day suspension with full participation in school-sponsored Insight program. Mandatory assessment by a State-licensed agency within four (4) weeks for a determination of the student's chemical dependency.^

Second Offense – Level 6 and police referral

Any Offense – Level 6 and police referral.
Matters Pertaining to Controlled Substances, continued*

D. Using, selling or furnishing substances purported or represented to have the effects of controlled substances or purported or represented to be controlled substances First Offense – Level 4; with an assessment by a State-licensed agency within four (4) weeks for a determination of the student's chemical dependency.^

Second Offense – Level 6

Other conduct, which is not specifically enumerated in this Code of Conduct, and which, in the judgment of the Board of Education, constitutes gross misdemeanor or persistent disobedience, shall be subject to disciplinary action such as the Board of Education or its administrator deem appropriate.

* These offenses will be cumulative through the years the student is enrolled in high school.

** Confiscated property will be returned to student, parent, or given to police, as appropriate.

*** Possession shall be defined as on person, in purse, bag, etc., in locker and/or within vehicle.

^ It is required that the appointment with the State-licensed assessment agency be made within four (4) weeks. If a student is enrolled in an approved State-licensed in-patient program, s/he will be eligible to continue earning school credit through a hospital/ homebound program. Work and assignments will be given by the home school of the student, where appropriate.

In all of the mentioned options, police contact will be made. Further, the choice of options shall be exercised by the parent of a minor student or by the adult student.

Attendance Policy

Regular attendance is essential to success in school and excessive absences may leave you unable to succeed in a class. Attendance is closely related to achievement; therefore excessive absences increase the chance of failure.

You are responsible to your parents as well as to yourself for attendance, but it is important for you to remember that you have the most to lose from excessive absenteeism. The school recognizes its obligation to keep your parents informed as to your absenteeism. This is accomplished through phone calls home when your whereabouts is unknown to the school. Additionally, the counselors and the assistant principal will stay in contact with you and attempt to solve attendance problems through counseling and disciplinary

measures. Parent conferences will also be requested when absences become excessive. It is in your best interest to maintain accurate documentation of all absences.

Attendance Procedures

1. _____

School Closings

School closings due to inclement weather or mechanical failure are announced on radio stations WHMI (93.5 FM) and WJR (760 AM).

School Buses – Transportation Safety Rules and Consequences The Brighton Area Schools wish to provide safe and efficient transportation to and from school and to co-curricular activities when needed. This requires cooperation and open communication between students, staff, parents and administration. The policies and procedures adopted by the Board include direct communication between the driver and the home that are explained below. Levels of disciplinary consequences may be skipped in situations where behavior has been severe. Transportation and school rules, along with their consequences, apply to co-curricular trips taken by students as well. Students must remember that transportation is a privilege for all to enjoy if they observe proper behavior.

School Bus Rules

The following rules have been adopted by the bus drivers and the administration as being necessary for the safety of the students and the maintenance of the buses.

1. 1. The Board of Education discipline codes as stated in the Student – Parent Handbooks are in effect on the bus.
2. 2. The driver is in full charge of the bus and students. Students must obey the driver. On field trips, the teacher, sponsor, or coach is in charge of student discipline.
3. 3. Students must be on time to the bus stop; the bus will not wait for those who are tardy. It is suggested that students arrive at their bus stop at least five minutes ahead of the scheduled pickup time.
4. 4. Students must stand six (6) feet off the road in front of the bus and are to wait for the driver's signal before crossing.
5. 5. Students are to always cross the road in front of the bus and to wait for the driver's signal before crossing.

Deleted: An absence is recorded any time a student is not in his/her scheduled class for more than 44 minutes of the class period. Students who are 15 or more minutes tardy to class will be recorded as absent to the class. ¶

<#>Parents may excuse absences of up to three consecutive days without additional documentation. Absences that exceed three consecutive days require verifiable documentation. Examples of excused absences include medical reasons, funerals and family emergencies. ¶

<#>All absences must be excused by a telephone call from the parent within 48 hours of the absence. The phone line (810-299-4118) operates 24 hours a day. Calls that are not received within 48 hours will be treated as unexcused. ¶

<#>If students have to leave school during regular school hours, they must present a note from a parent or guardian. [1]

Deleted: <#>If possible, students are expected to return to school after a dentist or doctor visit, college visitation, court date, etc. Students are expected to miss school only for the necessary time to accomplish the visit or appointment. Documentation will only be applied. [2]

Deleted: Tardiness ¶

Students are given seven (7) minutes to pass from one class to another. It is the student's responsibility to arrive to class on time. Tardiness is defined as not being in the assigned room at the sound of the tone. Students who are fewer than [3]

Deleted: Make-up work ¶

1. *Prearranged absence* – Due dates for make-up work must be arranged with the individual teachers. The student will be given the same number of school days to complete the assignment(s) as classmates were given. Missed tests or assignments [4]

Deleted: Truancy/Unexcused Absence ¶

Truancy/unexcused absence is defined as failure to attend school without an approved reason. This includes failure to attend one or more classes when they are in session. Such absences are considered [5]

Deleted: Attendance Appeals

Deleted: Students and parents may appeal any attendance-related decision to the assistant principal in charge of attendance. To initiate an appeal, you are expected to do the following: ¶

1. Contact the assistant principal to set up an appointment to discuss [6]

Deleted: 2. Be prepared to present all explanations absences at the appointment including all documented-type absences. Students or parents who wish to appeal the assistant principal's decision may contact the principal. ¶

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6. 6. Students are to board the bus in an orderly manner.
7. 7. Students are to remain seated at all times.
8. 8. Students are to keep their arms and head inside of the bus windows. Bus windows will be no lower than 2 down on school property.
9. 9. Outside of ordinary conversation, classroom conduct is to be observed.
10. 10. The driver has the right to assign students to certain seats to promote order on the bus.
11. 11. No eating, drinking, spitting, using or possessing tobacco or illegal substances, or weapons (or dangerous objects) are permitted.
12. 12. Complete silence must prevail at railroad crossings. This is mandated by Public Act 187.
13. 13. Students must have written permission from their parent and the principal's office to get off the bus at any place other than their designated bus stop, or to ride a different bus.
14. 14. Parents of students who vandalize buses in any way will be required to pay for the damage.

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1. 15. Recreational items are not allowed on the bus. For example (but not limited to): skateboards, hockey sticks, golf clubs, etc.

2. 16. No live animals are permitted on busses.
3. 17. All items carried on the bus must fit on the student's lap.

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Consequences for Misconduct on the Bus

The driver has the authority to impose discipline at a higher level if the behavior warrants. The driver may also, at their discretion, repeat a level.

Intervention The bus driver will warn the student that his/her misconduct will not be tolerated. The driver may also have a conference with the student on the bus or give the student a different assigned seat. A phone call *may* be made to the parent.

Level 1 A **GREEN** ticket will be issued to the student and sent home to the parent/guardian, with a copy to the principal. The ticket will contain a description of the misconduct. The student will not be allowed to board the bus again until the ticket is signed by the parent and returned to the bus driver by the student.

Level 2 A **YELLOW** ticket will be issued to the student and sent home to the parent/guardian, with a copy to the principal. The ticket will contain a description of the misconduct. The student will lose his/her bus privileges for up to three (3) days. The ticket must also be signed by the parent and returned to the driver.

Level 3 Additional offenses shall result in the issuance of **PINK** tickets, with bus suspensions of greater duration, up to and including suspension for the balance of the school year. Whenever a bus driver issues a Bus Violation Ticket, or a Notice of Suspension, the driver will make **(one documented attempt)** to contact the parent or guardian. It is also the responsibility of the student to notify his/ her parent or guardian of the ticket and/or suspension. Suspensions greater than three (3) days will be handled by building administration.

Appeal Process and Restrictions

Because of the safety-sensitive nature of school bus transportation, the bus driver is vested with discretion to issue tickets and suspend students from the bus. In the event a student is suspended from the bus more than six (6) days in one semester, the parent may request a conference with the driver and Director of Transportation to discuss the suspensions. During the conference and based on mutual agreement, the parties may alter the most recent discipline and establish a long-term behavior plan to address the concerns of the parent and driver.

There shall be NO APPEAL of bus suspension that does not exceed three (3) consecutive school days. In the case of a suspension from the bus that exceeds three (3) consecutive school days, a parent or guardian may appeal the suspension to the Bus Safety Appeal Committee. To make an appeal, the parent or guardian must contact the Transportation Office (810-299-3890) within 24 hours (with the exception of weekends) of the notice of suspension.

The Transportation Director will determine whether the student may continue to ride the bus during the time the appeal is being considered.

The Bus Safety Committee shall be convened within two (2) scheduled school days of the request for appeal. The Committee membership shall include the Transportation Director or his/her designee, the bus driver recommending the suspension, the building principal or his/her designee and two (2) other employees appointed by the principal. The student's transportation discipline record will be reviewed during the appeal along with other student records that may assist the Committee in reaching an informed decision. All appeals will be heard weekdays between 10:00AM and 11:00AM. The decision of the Bus Safety Committee *is final* and may not be appealed to any other level.

Student Driving Regulations

1. 1. Driving to school is a privilege. All students driving to school are subject to the BHS Parking Rules and Regulations and all other conditions specified on the BHS Parking Application Form. Driving privileges may be revoked by school personnel if a student's driving actions appear detrimental to the safety of self or others.

2. 2. Any student who drives to school must have a parking permit. Parking permits are available only to students having a current valid driver's license with photo, and are available in the office for a minimal cost.

3. 3. Cars should be locked at all times.

4. 4. Student vehicles are to be parked in the designated spaces of the student lots. Improperly parked vehicles may be towed. All related fees will be paid by the student.

5. 5. Vehicles are not to be used by students for any purpose during the school day except:

- ☐ a. with pass from office, or
- ☐ b. for class activities.

1. 6. Vehicles are off-limits during the school day.

2. 7. Vehicles are not to interfere with the buses at any time.

3. 8. Students driving a motor vehicle must secure *and* display a parking

permit per instructions on the application.

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SCHOOL USE AND POLICIES

Announcements

All student announcements must be signed by the appropriate teacher and/ or sponsor and submitted by noon the day before the announcement is to be made. The daily announcements will be reviewed by the administration.

Student ID

Students are required to carry their student IDs at all times. Students will be required to show school picture IDs to staff on request. Students may be required to show schools IDs to gain entry into extra curricular activities. Lost, stolen, or damaged IDs will be replaced at student expense. Student IDs with the internet icon need to be displayed appropriately for internet access in the media center and computer labs.

Visitors

Upon entering the building, all visitors must report to the high school office. Students may not have visitors in the classroom. Visitor passes are required for non-Brighton High School students who will be attending Homecoming, Winterfest, Prom or other special programs.

Unauthorized Person

The administration or staff members have the right to seek the immediate removal of unauthorized persons from school property. An unauthorized person is one who does not have lawful business to pursue at the school or who acts in a manner that disrupts or disturbs the normal educational function of this institution. This includes students who are under suspension or expulsion and awaiting readmission. The administration or staff members have the authority to forbid any unauthorized person from entering school property. This includes all school-related activities. If an unauthorized person has been barred by the administration or staff members, s/he is subject to immediate arrest if s/he fails to leave or returns after being barred. Furthermore, the administration or staff members may ask for identification from any person and inquire as to the reason for their presence on school property.

Posters And Publicity

Various school activities may be publicized by posters placed in the designated locations in the building. These posters must be approved and initialed by an administrator before posting. As soon as the event advertised is completed, they should be removed. Additional publicity can be arranged by a prepared news bulletin which will be published in the daily bulletin or monthly newsletter.

Damage And Loss Fee/Materials

Each student at Brighton High School maintains a twenty-five dollar (\$25.00) security deposit with the school office to help defray any costs attributed to the individual student for loss or damages of textbooks beyond ordinary wear and tear.

The deposit will be returned to the parent, less the amount used for damages and/or replacement, upon the exit of the student from the school. Expenses incurred beyond the security deposit will be charged to the student and/or parent.

Students and/or parents will be charged additionally for other unwarranted loss or damage to school property beyond ordinary wear and tear.

Arrangements may be made with the building principal for students unable to meet the textbook damage deposit requirement.

All damage and loss fees must be paid before graduation.

At the time textbooks are issued students will be given at least one day to determine any damages to his/her book. All damages must be noted on the text book evaluation form. When the book is returned any additional damage to the book will result in fines charged to the student using the following list:

Damage Price

Grossness Food, spittle, chew, etc. on pages	New Book/Full Charge
Pages missing	Pages missing
.....	New Book/Full Charge
Spine broken	Rebind Fee
Covers	Rebind Fee
Minimal water damage	1/2 of Rebind Fee
Maximum water damage	Full Charge
Marks on pages	
a) Pencil	\$.25 each
b) Pen	\$1.00 each
c) Pen marks which reveal answers	Cost of book
d) Obscenity.....	Cost of book

Cost of books and rebind fees will be determined by BHS financial secretary.

Textbooks and other materials assigned to students are their responsibility. The students are responsible for safeguarding these items. Students will be held accountable for materials not in their possession at the time of collection. Students will be charged the "replacement price" for any textbook not returned at the time of collection because replacement books must be ordered in June for the following year.

Nurse

The school nurse is in the building at regularly scheduled times. The nurse is available for emergencies and health consultations. Care beyond first aid cannot be administered. More serious matters are referred to a physician or emergency/urgent care facility.

Medication

It is the policy of Brighton Area Schools to require written authorization and instruction provided by the physician and parent or legal guardian whenever a *student needs to have a prescription or an over-the-counter medication administered during the school hours. It is against school policy to allow students to possess any type of medication in school. Only medication prescribed by a physician will be administered.*

Students needing to take medication during school hours are to have a *signed parent/guardian medication contract and a doctor's authorization on file with the school nurse.* Medication is kept in the clinic for daily or occasional use.

No over-the-counter drugs are dispensed by school personnel except as noted above.

Accidents and Injuries

1. 1. All school-related, including co-curricular accidents and injuries are to be *reported immediately to the office/clinic*, at which time an Accident Report will be completed.
2. 2. Any student who is ill and needs to leave the building *must report to the office and administration will make the necessary arrangements*.
3. 3. In case of illness or emergency, students will not be sent home unless a parent or guardian has been called or an emergency number has been reached.

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In order to comply with the above, it is necessary to have an *accurate emergency card on file in office*.

Child Protection Law

According to Michigan Law, Act # 238, Public Acts of 1975, Sections 722.621 – 722.636, all school personnel must report any suspicion of child abuse. "A... school administrator, school counselor or teacher... who has reasonable cause to suspect child abuse or neglect immediately by telephone or otherwise, should make an oral report... of the suspected child abuse or neglect, to the department. Within seventy-two (72) hours the reporting person should file a written report as required in this act."

Insurance

It is the policy of Brighton Area Schools to offer for student/parent purchase Student Accident Insurance to students of the school district at group rates from a reliable insurer. We recommend this coverage for any student whose family does not have health and accident insurance or has limited coverage. The school district and its directors, employees and volunteers cannot be held responsible for student accidents on school property or resulting from school functions.

Students' personal property is not covered by school insurance. This would include radios, musical instruments, or display items. Personal items are typically covered under homeowner's policies. Parents are advised to check their policies to be aware of their deductible and/or special endorsements, if any, for property that may be brought to school.

Lockers

Student lockers remain the property of the school system when assigned for student use. When necessary, school personnel have the right to inspect a locker. Lockers are to be kept clean at all times. Also, lockers

are not be used for the retention of items and/or materials unnecessary to the students' academic performance. Of utmost importance is the secrecy of your locker combination. Telling others the combination increases your risk of theft. Defacing the locker may result in the assessment of damage fees. Each student will be assigned a locker. Changes will be made through the office when the situation warrants and available lockers permit it.

Money and Valuables

Students should not bring unnecessary amounts of money or valuables to school. Gym and hall lockers are not good places to house these items. School insurance only covers those items owned by the school. Students bringing materials to use in class must have the permission of the instructor. In no cases, are materials to be left overnight or during vacation periods.

Emergency Evacuation Tornado Procedures

1. 1. The warning signal is an intermittent sounding tone.
2. 2. At the sound of the warning signal, students:

- ☐ a. will assemble in designated areas immediately.
- ☐ b. will enter designated areas in complete silence, remain silent and crouch down with heads between knees, hands covering head.

- ☐ An all clear signal will be sounded to indicate the tornado drill is over and students are to return to class.

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Fire Procedures

Unannounced fire drills will occur throughout the school year. The drill practice is necessary to assure the safety of everyone in the event that a real emergency ever occurs. Each school area will be posted, showing the proper exit route. Students are to follow all staff directions and leave the building quickly and quietly.

Services Available To Students Counseling

1. 1. Each student is assigned to a specific counselor alphabetically by last name. Students are asked to see their own assigned counselor for all questions concerning academic records, class scheduling, report cards, progress reports, etc.
2. 2. Appointments should be prearranged with the counseling secretary except in case of emergency.
3. 3. Counseling services include:

- ☐ a. Academic planning

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- ☐ b. Graduation requirements
- ☐ c. Career information
- ☐ d. Test interpretation
- ☐ e. Personal counseling
- ☐ f. Parent conferences
- ☐ g. Student support groups
- ☐ h. Health counseling

Required Testing

These tests are required of all Brighton High School students as follows:

1. 1. Aptitude Test Administered during the 9th or 10th grade year, this assessment identifies individual career interests and aptitudes. Results are used by students, parents, and counselors in developing the student's four year Educational Development Plan.
2. 2. The State of Michigan requires all students in the 11th grade to take the high school proficiency/MEAP which includes reading, writing, math, science and social studies tests. Students who demonstrate the required proficiency will receive diploma endorsements (by subject area). Students who score at required levels on all of the tests may be eligible for scholarships to further their educations at Michigan colleges/universities.

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Students who are interested in Dual Enrollment should see their counselors to take the MEAP/HST during the 10th grade.

Please contact your counselor for more information.

Optional Testing

1. 1. The PLAN Test

This test is available to all *tenth* graders in the fall as preparation for the ACT given during the Junior year. Students pay a fee to take this test.

2. 2. Preliminary Scholastic Aptitude Test (PSAT) This test is available to all 11th grade students, and is given on the third Saturday of October. Students pay a fee to the testing company through the high school office. This test is a prerequisite for the National Merit Scholarship Competition.
3. 3. American College Test (ACT) This test is given on Saturday mornings throughout the school year at various test sites in the Brighton area. Students must send in a registration fee and form to the testing company. The ACT is required for the State of Michigan Scholarship Program and for most Michigan colleges and universities.
4. 4. Scholastic Aptitude Test (SAT)
This test is given on Saturday mornings throughout the school year at various test sites in the Brighton area. Although it is not required

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by most Michigan colleges and universities, it is requested by many out-of-state institutions. Students should check with their guidance counselor for recommendation.

College Information

1. Procedure for applying to college:

- ☐ a. In-state applications are available in the counseling office.
- ☐ b. Out-of-state applications must be requested in writing from the Director of Admissions of the particular school; addresses are available in the counseling office.
- ☐ c. Applications should be filled out neatly.
- ☐ d. Completed applications including signature should be turned in to the counseling office with the college application fee in the form of a check or money order.
- ☐ e. Students should allow two weeks for application processing.
- ☐ f. The application process begins after the completion of six high school semesters. Students need not wait until the SAT or ACT tests have been taken to apply to colleges.
- ☐ g. The ACT or SAT should be taken on the following dates: ACT: April or June of the junior year or October of the senior year. SAT: May or June of the junior year or November of the senior year.

2. Applying for financial aid

- ☐ a. The ACT test must be taken in April or June of the Junior year or October of the Senior year.
- ☐ b. The FAFSA (Free Application for Federal Student Aid) should be filed by February of the senior year. All college-bound students should file one of these forms.
- ☐ c. Complete any financial application as required by the school the student is planning to attend.
- ☐ d. Remember deadlines for financial aid are usually January or February of the senior year.

Career Center

The Career Center is located in the Student Services Center.

Students are welcome to use the resources during lunch and after school, or by obtaining a pass from their teacher or from the Career Center.

Services include:

- Career searches
- Help with employability skills
- Student Portfolio
- Referral to part-time or full-time jobs (with parental permission forms)
- Planned units for student units are present through 9th grade English classes, 10th grade health classes, and 11th grade English classes.

Media Center

Services of the Media Center are available to classes and individual students during the hours posted annually.

1. Student I.D. Cards

- ☐ a. Each year students will receive a student I.D. card at the beginning of the school year.
- ☐ b. No materials may be checked out by a student without his/her student I.D. card.

2. Lost/Unreturned Materials

- a. Through the year students will be charged for materials they have borrowed and lost or fail to return.

\$25.00 . . Hardcover books

10.00 . . Paperback books

- b. For materials outstanding at the end of school year:

1. 1. Seniors will not receive their caps and gowns until they have settled any debts to the Media Center.

2. 2. Underclassmen will not be issued textbooks the following school year until they have settled debts to the Media Center.

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3. 3. Security System Alarms

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- a. Individuals in the Media Center who set off the security system alarm will be handled in the following manner:

1st Offense ...Student will receive a warning and have name and specific incident recorded.

2nd Offense ...Same as above plus an administrator will be informed of the incident and will visit the class before the class returns to the Media Center.

3rd Offense ...Class will be denied use of Media Center for the duration of the Media Center assignment with materials available in classroom only.

* Teacher will receive a copy of the above policy before classroom visits begin.

Telephones

Telephones for student use are available within the building. The school office telephones are business phones and are to be used by students only in an emergency. Students may use the pay telephone during

their own time, but may not excused from class to do so.

Lost and Found

This department is housed in the school office. All items will be kept for one month at which time unclaimed items will be donated to charitable organizations.

Work Permits

The high school office secretaries issue working permits to students with proper credentials. Applications for working permits may be given without identification, but in order to receive the final CA-7 form, presentation of a driver's license or birth certificate is necessary.

Brighton Area Schools Acceptable Use Policy

A. Overview

1. 1. Internet access is available to staff and students of the Brighton Area Schools (the District). We are pleased to bring this access to the district and believe the Internet offers vast, diverse, and unique resources to users. Our goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication.

2. 2. The Internet is an electronic highway connecting networks, computers, and subscribers worldwide. Users will have conditional access to:

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□.a. Electronic mail communication, which is the sending and receiving of messages through the use of a computer account and password.

□.b. The worldwide web, which includes, for example. Public domain software and shareware, university library catalogs newspapers and magazines, financial, travel, and weather updates, lesson plans and resources for educators, research, and government information.

□.c. Bulletin board services.

1. 3. Brighton Area Schools provides the use of technology, which is defined in this policy as including, but not limited to, the use of software, audio and video media, computers and hardware peripherals, networks, satellite and telecommunication equipment, cable television equipment, and video and audio equipment owned or leased by Brighton Area Schools and available for equitable information and communication resources in Brighton Area Schools.

2. 4. Brighton Area Schools provides technology in furtherance of educational goals and mission of the District.

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3. 5. The intent of the Brighton Area Schools acceptable use policy is to ensure that all uses of technology are consistent with its stated purpose. As part of the consideration for making District technology available to Brighton Area Schools, staff and students, users agree to use this technology for appropriate educational purposes. Rules have been outlined in this acceptable use policy. These rules are provided here so that users are aware of their responsibilities. In general, this requires efficient, ethical and legal utilization of the network resources. The intent of the use of the policy is to make clear certain cases, which are consistent with the purposes of the system, not to exhaustively enumerate all such possibilities.

4. 6. The use of Brighton Area Schools technology is a privilege, not a right, which can be revoked at any time by the District. Any questions

that users may have concerning appropriate use should be addressed to the Technology Director.

7. With worldwide access also comes the availability of material that may not be considered to be of educational value. On a global network it is impossible to control all materials and an industrious user may discover controversial information. Brighton Area Schools firmly believes that the valuable information and interaction available on this worldwide network outweighs the possibility that users may procure material that is not consistent with the mission and education goals of the district.

B. Rights and Responsibilities

1. Certain Access Prohibited Users are advised that some systems may contain defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material. Users, the district and system administrators do not condone the use of such materials and do not permit usage of such materials in district and school environments. Users and parents of students accessing the system should be aware of the existence of such materials and are responsible for monitoring usage of the system. Users will not knowingly bring such materials into the district and

school environment. Such activities will result in termination of their access to the system.

In order to assist parents, the Board directs the superintendent of his/ her designee to develop and enforce a system or method in Brighton Area Schools libraries open to the public that is designed to prevent minors from viewing obscene matter or sexually explicit matter that is harmful to minors. In addition, on July 1, 2001, the school district implemented filtering software intended to block minor's access to visual depictions that are obscene, child pornography, harmful to minors, or that the school district determines to be inappropriate for minors. Minors may use e-mail and other forms of direct electronic communications only for education purpose and only when supervised by an adult.

Despite the precautions that the school district may take to prevent access to potentially objectionable content, the district does not guarantee that school officials will control user access to such materials, or that users will not have access to such materials while using the school district's technological resources.

2. Warranties Not Provided

Brighton Area Schools will not be responsible for any damages

suffered by the user. Use of any information obtained via the Internet is at the user's own risk. Brighton Area Schools specifically denies any responsibilities for the accuracy or quality of information obtained through its services.

The system administrators and the Board do not warrant that the functions or services performed by, or that the information or software contained on the system will meet the users' requirements or that the operation of the system will be uninterrupted or error-free or that defects in the system will be corrected. The district's system is provided on an 'as is, as available' basis. The district does not make any warranties; express or implied, including without limitation, those of merchantability and fitness for a particular purpose, with respect to any services provided same and any information or software contained therein.

The Brighton Area Schools is not liable for any information or data that may be lost, damaged, or unavailable due to technical or other difficulties, delays, non-deliveries, misdeliveries, or service interruptions caused by its own negligence or the users error or omissions.

The district is not responsible for any damages caused to a user's own hardware or software incurred from downloading computer viruses or other containments.

Electronic mail is not considered private communication. It may be reposted. It may be accessed by others and is subject to subpoena and Freedom of Information Act requests. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.

3. Rules Because of the complex association between Brighton Area Schools and other agencies, schools, and networks, the end user of any of these networks and services must adhere to strict rules. These rules are provided here so that staff and students are aware of the responsibilities they are about to acquire. The Superintendent may modify these rules at any time by publishing the modified rule(s). The signature(s) at the end of this document are legally binding and indicates the party(ies) who signed has (have) read the terms and conditions carefully and understand their significance.

- a. Misuse – definition and penalty

Users of district technology will be responsible for its use and 47 misuse. Appropriate use of district technology is defined as use in furtherance of the educational goals and mission of the district. Users should consider any use which does not fall under the above mission statement and general information as being potential misuse for which loss of technology use and disciplinary consequences may occur. Any questions should be referred to the Technology Director.

- b. Privileges Brighton Area Schools users are privileged to:

- . • Use all authorized hardware and software to facilitate learning and enhance appropriate educational information exchange.
- . • Access information from outside resources, which facilitate learning and enhance appropriate educational information exchange.
- . • Access other networks and the Internet to retrieve and submit information to facilitate appropriate learning and enhance appropriate information exchange.
- . c. Responsibilities Brighton Area Schools users are responsible for:
- . • Utilizing district technology for facilitating appropriate learning and enhancing appropriate educational information exchange consistent with the purposes of the district.
- . • Appropriate use and care of technology and attending appropriate training sessions.
- . • Adhering to the rules established for the use of hardware, software, labs, networks in the district or through remote access outside of the district.
- . • Maintaining the privacy of passwords and are prohibited from publishing or discussing passwords.

- Having all disks or videos scanned for virus, dirt, or other contamination, which might endanger the integrity of district hardware, software, and networks before they are used in the systems.
- All materials received via the Internet under their account. They accept responsibility for keeping all pornographic* material, inappropriate files, or fields dangerous to the integrity of the school's network, equipment or software from entering the district via the Internet or from being reproduced in visual, digital, or written format.

* Pornography is defined as any representation of sexually explicit behavior.

- Maintaining the integrity of the electronic mail (e-mail) system.

- Adhering to U.S. or state laws and regulations, trade secrets,

fair use, software reproduction, and copyright guidelines in the use of hardware, software, and in transmission or copying of text or files on the Internet from other sources.

- Limiting use of disk space and deleting files in a timely manner.

□.d. Online Conduct Users are prohibited from using technology for commercial activities product advertisement or political lobbying, or for making any financial commitments on the Internet. Users are prohibited from the malicious use of technology to disrupt the use of technology by others, to harass or discriminate against others, and to infiltrate unauthorized computer systems.

□.e. Network Etiquette Users are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to:

- Be polite. Do not get abusive in your messages to others.
- Use appropriate language. Do not swear, use vulgarities, or any other inappropriate language.
- Illegal activities are strictly forbidden.
- Do not reveal your personal address or phone numbers, or those of colleagues or students.
- Do not use the network in such a way that you disrupt the use of the network by other users.
- All communications and information accessible via the network shall be assumed to be private and should not be copied or used in whole or in part by any person other than the author.

- .f. Computer System Security Security on any computer system is a high priority, especially when the system involves many users. If a user feels that they can identify a security problem on the system, the user must notify their teacher. The user shall not demonstrate the problem to others.
- .g. Passwords Passwords to the system should not be easily determined by others, nor should they be words, which are found in a dictionary. Attempts to log in to the system using another user's account or as a system administrator will result in termination of the account. Users shall immediately notify their teacher if their password is lost or stolen, or if they have reason to believe that someone has obtained unauthorized access to their account. Any member identified as a security risk may be denied access to the system.

- .h. Vandalism Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another member, equipment, software, the system, or any other of the agencies or other networks that are connected to the system. This includes, but is not limited to, the uploading or creation of computer viruses.

□.C. Consequences of Inappropriate Network Behavior

1. Any user who does not comply with the Acceptable Use Policy may receive a warning letter, lose network and technology privileges for a determined period of time, or incur financial liability or legal action. Repeated or severe infractions of the policy may result in permanent termination of privileges.

2. The district does not take responsibility for resources located or actions taken by Brighton Area Schools users that do not support the purposes and mission of the district.

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We have reviewed and understand the Acceptable Use Policy. We agree to abide by all requirements and rules described in this policy. Student Signature _____

Parent Signature _____ Date _____

Appendix A

Date _____

Brighton High School Probation Contract

In accordance with the Brighton Code for Student Conduct, which states that any student who has been involved in an infraction of school rules may be placed on behavioral probation by the school principal or his duly authorized agent, the following student is hereby declared to be on probation.

I. Name: _____

II. Description of behavior causing probation: _____

III. Behavior change necessary for release from probation: _____

☐ IV. Terms of probation (co-curricular activities, conferences, reports, etc.): *In school/on school property/at school sponsored events (home/away)*

☐ V. Length of probation: *Through balance of school year*

VI. Person to oversee probationary progress:

VII. Consequences of violations of probation: *10 days out-of-school suspension and recommendation for expulsion*

I have read this Probation Contract, and I agree to the terms stated

above. Student Parent Administrator

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An absence is recorded any time a student is not in his/her scheduled class for more than 44 minutes of the class period. Students who are 15 or more minutes tardy to class will be recorded as absent to the class. Parents may excuse absences of up to three consecutive days without additional documentation. Absences that exceed three consecutive days require verifiable documentation. Examples of excused absences include medical reasons, funerals and family emergencies.

All absences must be excused by a telephone call from the parent within 48 hours of the absence. The phone line (810-299-4118) operates 24 hours a day. Calls that are not received within 48 hours will be treated as unexcused.

If students have to leave school during regular school hours, they must present a note from a parent or guardian prior to signing out in the Attendance office. These notes will be kept on file to verify absences. Failure to sign out will result in disciplinary action.

Absences for appointments are to be used only for those things that cannot be taken care of after school hours.

If possible, students are expected to return to school after a dentist or doctor visit, college visitation, court date, etc. Students are expected to miss school only for the necessary time to accomplish the visit or appointment. Documentation will only be applied to the actual time required for the student absence.

Extended personal illness verified by a doctor's excuse will not penalize a student. Likewise, the school recognizes that extenuating circumstances may prevent a student from attending class. Parents should *promptly* contact the assistant principal or the student's counselor in such circumstances.

Teachers will keep records of a student's attendance and can advise him/her of the number of excused and/or unexcused absences s/he has.

If students are spending time in a class other than their regularly scheduled class, both teachers must approve it in writing.

If an absence is excused, students are expected to make up the daily work or exams that were given on that day. Students are responsible for knowing the make-up policies of their teachers. They will have a minimum of one day to make up work for each day of absence and are totally responsible for contacting the teacher to get the work missed. Daily work or exams missed during an unexcused absence may not be made up. All credit is lost for the day.

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11. If a student knows that s/he will be absent from school during a certain time period, s/he is expected to contact his/her teachers to make arrangements for making up work. Students must pick up a "Pre-arranged Absence Form" in the high school office, detail reason and date for absence, and take it to each of their teachers. They will indicate on this form what the absence will mean to the student academically and will indicate when s/he is to complete make-up work. Once this has been filled out by the teachers, the student's parent or guardian must read through the comments, sign and return to the high school office. This will be kept in the student's file as verification of their absence.

12. Students having non-verifiable absences will be considered to be skipping and will be disciplined accordingly.

13. Students having a contagious illness will present a doctor's note upon return indicating that they may be re-admitted to the school.

Tardiness

Students are given seven (7) minutes to pass from one class to another. It is the student's responsibility to arrive to class on time. Tardiness is defined as not being in the assigned room at the sound of the tone.

Students who are fewer than fifteen (15) minutes late to class will be recorded as *tardy* to the class.

Students who are late to class 15 minutes or more will be recorded as absent. Students who are tardy will be subject to the following disciplinary action:

Number of Tardies. . Disciplinary Action 1 – 2. . Teacher records tardy; warns student of second tardy

3. One hour detention assigned by teacher

5. One hour detention assigned by teacher

7. One hour detention assigned by teacher

9. One hour detention assigned by teacher

10+. Teacher referral to Assistant Principal. Progressive discipline that will result in Saturday School or Out-of-School Suspension.

Students who are five (5) minutes tardy will be assigned an automatic one-hour detention period, regardless of the number of tardies. If a tardy that is 5 minutes late occurs on tardy #3, 5, 7, or 9, the student will receive two (2) detention periods.

Students who do not serve tardy detentions will be referred to an Assistant Principal who will apply disciplinary action according to the student handbook. These students will be subject to Saturday School detention or Out-of-School Suspension.

Make-up work

1. *Prearranged absence* – Due dates for make-up work must be arranged with the individual teachers. The student will be given the same number of school days to complete the assignment(s) as classmates were given. Missed tests or assignments issued to the student prior to the absence, must be completed on the day of return to school, or at the teacher's discretion. The teacher will act within a reasonable amount of time so as not to jeopardize the student's grades.
2. *Absence/illness* – It is the responsibility of each student to see that work is made up. When a student has been absent for a legitimate reason, the number of school days given to complete and receive credit for the work will be equivalent to the number of school days classmates had to complete the same assignments. Consideration for further extension of days will be given for the type of illness/injury of the student with administrative approval. After this period of time has expired and the assignment has not been turned in, it will be up to the teacher to decide whether or not full credit will be given. This decision will be made in accordance with the class rules that have been established by the teacher at the beginning of the year.
3. *Suspension* – If students are absent because of suspension, homework/classwork assignments are due on the day of return to school. It is the student's responsibility to obtain the assignments. Tests missed will be made up at the convenience of the teacher. For suspension of three (3) days or more, homework assignments will be turned in to counselors by the teachers, to be picked up after school.

Prearranged Absence Procedure

A student is responsible for making arrangements if s/he is to be absent from a particular class during a school day. All completed Prearranged Absence Forms must be turned into the office five (5) days prior to the absence. The procedure for prearranged absences is as follows:

1. Student picks up Prearranged Absence Form in the school office.
Student and parents complete the top half of the form.
2. Student circulates the form to his/her teachers and returns the fully completed form to his/her parents for review of grades. Parent signs the form after review.
3. Student returns form to the office five (5) days prior to the absence for review by the administrator.
4. Make-up work for prearranged absences must be arranged for with the individual teacher.
5. Vacation days are considered "counted" absences and can be voided using the "One For One" clause.

Truancy/Unexcused Absence

Truancy/unexcused absence is defined as failure to attend school without an approved reason. This includes failure to attend one or more classes when they are in session. Such absences are considered to be unexcused, and daily work or exams missed during an unexcused absence may not be made up. All credit is

lost for the day. Parents must call in within 48 hours to excuse their child's absence. All unexcused absences are subject to the following:

- Loss of daily credit – make-up work (including exams/tests) will not be allowed.
- Persistent patterns of absence may result in a referral to the county Attendance Officer (for those students under 16 years of age).
- Disciplinary action – progressive disciplinary action resulting in Saturday School or Out-of-School Suspension.

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Brighton Area Schools

5/6/2009 8:48:00 AM

Students and parents may appeal any attendance-related decision to the assistant principal in charge of attendance. To initiate an appeal, you are expected to do the following:

1. Contact the assistant principal to set up an appointment to discuss the attendance concern.

IX.D.3.



TO: Trustees, Board of Education

FROM: Bonnie P. Riutta, Interim Superintendent of Schools

RE: Appointment to LESA Electoral Body, Representative and Alternate

DATE: May 6, 2009

The LESA Electoral Body will meet on Monday, June 1, 2009 at 7 p.m. in the LESA Education Center. There is one seat open and one candidate seeking election to the vacancy on the LESA Board. Julie Hill of Hartland is the candidate seeking election to this seat and has been serving in this capacity for some time.

PA 419 of 2004 (amended) requires that local school boards appoint a Representative and Alternate to the LESA Electoral Body and further, identifies the candidate(s) it supports for the first ballot. Attached is the Resolution Designating the District's LESA Election Representative, information concerning the election and the time lines to be followed.

Motion

Moved by:

Supported by:

To appoint _____ as Representative and _____
as Alternate Representative to the LESA Electoral Body and further, designate the
Representative to cast a vote for _____ on the first ballot.

Voice vote:

_____ Ayes

_____ Nays

RESOLUTION DESIGNATING DISTRICT'S LESA ELECTION REPRESENTATIVE

_____, Michigan (the "District")

A _____ meeting of the board of education of _____, Michigan (the "Board"), was held in the _____, in the District, on the _____ day of _____, 2009, at _____ o'clock in the _____.

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. The biennial election of the Board of Livingston Educational Service Agency (LESA) will be held on Monday, June 1, 2009; and

2. The members of the LESA Board will be elected by an electoral body composed of one (1) person designated by the Board of each of the constituent school districts; and

3. In accordance with Section 614(2) of the Revised School Code [MCL 380.614(2)], this Board must now adopt a resolution which designates its representative to the electoral body and direct said representative to vote on behalf of this Board for the specific candidate this Board supports for each position to be filled on the LESA Board, at least on the first ballot taken by the electoral body.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. This Board does hereby approve the designation of _____ as the representative of this Board for the electoral body, which body will elect one (1) candidate to the vacancy on the LESA Board on Monday, June 1, 2009 and _____ as an alternate representative in the event the designated representative is unable to attend.

2. The designated representative, or the alternate in the event of the absence of the designated representative, is further directed to cast a vote on the first ballot on behalf of this Board for _____.

3. The Secretary of this Board is hereby further directed to cause a certified copy of this resolution to be filed with the Secretary of the LESA Board at or prior to the election of the LESA Board on Monday, June 1, 2009.

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

Ayes: Members

Nays: Members

Motion declared adopted.

Secretary, Board of Education

The undersigned duly qualified and acting Secretary of the Board of Education of _____, Michigan, hereby certifies that the foregoing is a true and complete copy of a resolution adopted by the Board at a _____ meeting held on _____, 2009, the original of which resolution is a part of the Board's minutes, and further certifies that notice of the meeting was given to the public under the Open Meetings Act, 1976 PA 267, as amended.

Secretary, Board of Education

masa.lesaresolution2.04.04.05



**NOTICE OF BIENNIAL ELECTION OF THE BOARD OF EDUCATION OF
LIVINGSTON EDUCATIONAL SERVICE AGENCY
TO BE HELD MONDAY, JUNE 1, 2009**

TO: Secretaries of the Constituent School Boards
FROM: Secretary of the LESA Board of Education
DATE: March 6, 2009
RE: Meeting of Electoral Body to Elect LESA Board Members

In accordance with Section 380.614(2) of 1976 PA 451, as amended (the "Revised School Code"), you are hereby notified that the biennial election of the LESA Board by an electoral body composed of one (1) person designated by each of the LESA's constituent school districts will be held on Monday, June 1, 2009, at 7:00 o'clock, p.m., at the LESA Education Center.

To be eligible to vote, a certified copy of the resolution of the constituent school district designating its representative and alternate must be filed with the Secretary of the LESA Board at or prior to the election of the members of the LESA Board. This will provide the electoral body with a record of who is eligible to vote from each district.

Expiration dates of terms of office of the LESA Board members are:

Mrs. Julie H. Hill	Hartland Schools	June 30, 2009*
Mr. Charles W. (Bill) Manuel	Howell Schools	June 30, 2011
Mrs. LuAnn Loy	Brighton Schools	June 30, 2011
Mr. Harold E. Fryer	Fowlerville Schools	June 30, 2013
Mr. Gary J. Kaiser	Pinckney Schools	June 30, 2013

The term of office for the elected members to the intermediate school board shall be for six years and shall begin on July 1 following the election.

SAM:jp




LESA BOARD OF EDUCATION 2009 ELECTIONS

PA 419 of 2004 amended the election procedures for ISD Boards of Education. The following calendar outlines the steps and deadlines for the new procedures.

- | | |
|-----------------------------|--|
| February 11 | Nominating petitions available at the County Clerk's office. |
| Between April 11 and May 14 | Local boards consider a representative and alternate to be appointed to the electoral body to elect LESA board members. |
| May 4 | Candidates file nominating petitions or \$100 fee for candidacy and Affidavits of Identity with County Clerk. |
| Between May 11 and May 29 | Local boards adopt a resolution that: <ul style="list-style-type: none">-designates a representative and an alternate to the electoral body-identifies the candidate(s) it supports-directs its representative to vote for the candidate(s) for the first ballot.-directs that a certified copy of the resolution be filed with the LESA Board Secretary. |
| Between May 15 and May 22 | LESA Board Secretary sends notice of the hours and place of the election by certified mail to the Board Secretary of each district. |
| June 1 | Election date. Electoral body to consist of one person designated by each constituent district Board of Education. |

IX.D.4.



TO: Trustees, Board of Education
FROM: Bonnie P. Riutta,  Interim Superintendent of Schools
RE: High School Research Team Recommendation
DATE: May 6, 2009

The High School Research Team presented their report to the Board on April 16, 2009. Ken Hamman will be present to review the recommendations and to ask for Board support so that the recommendations can be implemented for the 2009/2010 school year.

High School Research Team

Presentation to the Board of Education

April 16, 2009

Committee Charge

To recommend changes that will:

1. Maintain or improve the program that we offer students
2. Improve the efficiency of our operation and save money for the district

This is a work in progress

Committee Members

BHS Teachers:
Pat Boehm – Media Specialist
Sean Carney – Teacher
Lynette Daig – Teacher
Tom Doane – Teacher
Joanne Durham – Teacher
Pat Rogers – Teacher

BHS / District Staff:
Renee Morrison – Spec. Ed.
Kathy Posly – Nurse
Ed Renckley – Operations
Aileen Samson – Operations
Laura Saunders – Security
Cindy Stafford – Data Proc.
Barb Williams – Student Sppt

Central Office:
Bonnie Riutta, Superintendent
Baiba Jensen, Curriculum
Elson Liu, Technology

BHS Administration:
Ken Hamman, Principal
Kirk Hobson, Asst. Principal
Pat Meyer, Asst. Principal
Laura Surrey, Asst. Principal

Parents:
Lydia Dubose
Bill Roth
Randy Swain

BEA:
Barry Goode
Amelia Park

Subcommittees

- Student Pride Campaign
- Staffing Efficiency (building operations)
- Scheduling & Staffing (classroom)
- Technology / Online Learning



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Student Pride Campaign

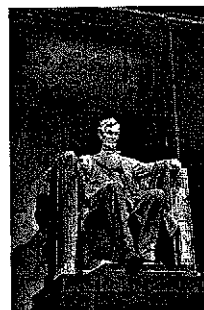
Purpose

- To create a healthy, attractive work atmosphere for students & staff
- To save money on repairing vandalism and cleaning
- To promote community service and ownership at Brighton HS



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Student Pride Campaign



creative commons icaninajan

Philosophy

- Campaign policy:
 - Of the students,
 - by the students,
 - for the students
- Student involvement
- Staff involvement

Staffing Efficiency: Career Center

- Keep Career Center at 0.6 FTE
- Counselors & Admin to make Career Center more efficient and focused on Career Pathways
- Curriculum & MS Counselors to make grade 8 EDP's more consistent with coming to BHS
- Grade 10 PLAN Test to better use Career Cruising, personal curricula, college searches
- Meet MERIT curriculum 20 hour online learning requirement through Career Center
- Revisit recommendation once grade 8 EDP's are more consistent with coming to BHS

Staffing Efficiency: Secretarial / Clerical

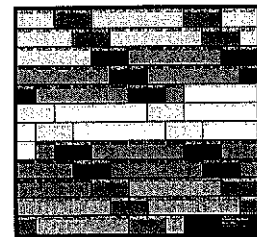
- Close clerical offices on days that there are no students or staff in attendance.
 - Reduce salary, benefits, heating, cooling, electricity
- 12 days including:
 - Wednesday before Thanksgiving
 - Winter (Holiday) Break
 - Mid-Winter Break
 - Spring Break
- Approximate savings ~ \$21,000

Staffing Efficiency: Campus Security & Saturday School

- Reduce one 38.75 hr / wk position
 - Approximate savings ~ \$21,900
- Reduce two 30 hr / wk positions
 - Approximate savings ~ \$35,100
- Saturday school – eliminate 21 Saturday schools each year
 - Approximate savings ~ \$3,300

Scheduling & Staffing

- Restructure year-long courses into semester courses
 - 2009-10: all except required English courses
 - 2010-11: all courses



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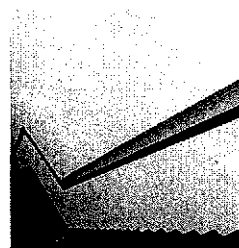
Scheduling & Staffing

- Maximize class sizes
- Drop courses with low enrollment
- Restructure art courses from 3 levels to 2 levels
 - Beginning
 - Studio:
 - pottery
 - metal arts
 - drawing & painting



creative commons brave heart

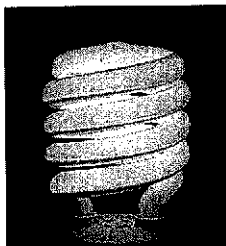
Scheduling & Staffing Projections



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- Projected enrollment: 2200 students
- Projected staffing: 86.5 FTE
 - Reduction of 7.5 FTE from 2008-09
 - Approximate savings ~ \$450,000

Scheduling & Staffing Projections



creative commons C. Nichols

- Reduced course offerings based on low enrollment
- Several full capacity courses scheduled
- Department FTE reductions
- Elimination of FTE Technology Support

Technology / Online Learning

- Targeted courses, targeted models:
 - Credit recovery
 - Traditional sections, daily attendance
 - At least 1 section outside traditional school day
 - Advanced: electives not otherwise available
 - At least 1 face-to-face check in per week
- Teacher & Student Qualifications
- Staffing

Credit Recovery Students + Advanced Elective Students 533
Credit Recovery Sections

Technology / Online Learning

- Costs & Savings:
 - Short term: At Risk funding
 - Long term: consolidate low enrollment electives
 - Best case approximate savings: ~ \$50,000
- Ongoing planning:
 - BAS staff-created courses, Seat-time waiver, Middle school courses
- Infrastructure & Personnel needs
- Other recommendations: Energy efficiency
 - Approximate savings: ~ \$20,000

Other Areas to be Investigated to Continue the Transformation

- Number of Administrators
- Curriculum Coordinators
- Elective Parameters
- Technology Support
- Seven Period Day
- Shortened School Year
- Consolidating Administrative Secretarial duties

Questions and Answers



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IX.D.5.



TO: Trustees, Board of Education
FROM: Bonnie P. Riutta, *BR* Interim Superintendent of Schools
RE: Schools of Choice, High School
DATE: May 6, 2009

As we revisit the Schools of Choice Program for the 2009/2010 school year, the high school is making a recommendation to offer a limited program for grades nine and ten. It is Mr. Hamman's recommendation that five seats be made available for ninth grade and one seat be made available for tenth grade students. The district has received several inquiries from families who have SOC students in Brighton that would like an opportunity for other siblings to apply for the 2009/10 school year.

If the district receives more applications than seats available, a blind draw will be held and a waiting list from those applicants will be maintained in case seats become available in August. Students from the wait list may be offered admittance up until the Friday of the first week of school (Friday, September 11, 2009). If the Board approves Schools of Choice for students in grades nine and ten, the district will issue a general notice to the public that applications will be taken for at least fifteen (15) calendar days but not more than thirty (30) calendar days from nonresidents and further, said notice shall identify the dates of the application period and the place and manner for submitting applications. Within fifteen (15) calendar days after the end of the application period, the district must notify those applicants who will be allowed to enroll. The notification to those who are accepted must contain the date by which they must be enrolled and the procedures for enrollment.

The limited Schools of Choice Program recommendation for students in grades ninth (5 seats) and tenth (one seat) is presented for your approval.

Motion

Moved by:

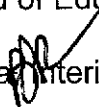
Supported by:

To approve a limited Schools of Choice Program at Brighton High School for the 2009/2010 school year and that five seats will be available for ninth grade and one seat will be available for tenth grade.

Voice vote: ____ Ayes ____ Nays

IX.D.6.



TO: Trustees, Board of Education
FROM: Bonnie P. Riutta  Interim Superintendent of Schools
RE: Call for Board Meetings, July through December, 2009
DATE: May 6, 2009

Due to the change in the annual Board elections from May to November, it is necessary to move the annual organizational meeting to January 2010 and that meeting dates for the remainder of 2009 must be scheduled. Currently the schedule of meetings is through June 30, 2009.

It is suggested that the Board establish the following meeting dates for the remainder of 2009:

Monday, July 13, 2009 (second Monday of July). During the summer there has been only one meeting usually scheduled during July,.

August 10 and 24, 2009 (2nd and 4th Mondays)
September 14 and 28, 2009 (2nd and 4th Mondays)
October 12 and 26, 2009 (2nd and 4th Mondays)
November 9 and 23, 2009 (2nd and 4th Mondays)
December 14, 2009 (2nd Monday). Usually one meeting is held in December.

Motion

Moved by:

Supported by:

To adopt the Board of Education meeting schedule as presented.

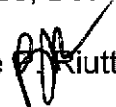
Voice vote:

_____ Ayes

_____ Nays

XI.



TO: Trustees, Board of Education
FROM: Bonnie  Riutta, Interim Superintendent of Schools
RE: Closed Session
DATE: May 6, 2009

Motion

Moved by:

Supported by:

To enter closed session for the purpose of approving the April 28, 2009 closed minutes.

Roll call vote:

___ Anderson
___ Carney
___ Krause
___ Leach
___ Minert
___ Powers
___ Rassel

**Board of Education
Brighton Area Schools
Human Resource Committee
Emergency Meeting
Monday, April 27, 2009**

Minutes

- I. Call to Order** Meeting called to order at 6:00 p.m.

Members Present: Cheryl Leach, Joyce Powers, Peg Moyer, Beth Minert
Guests Present: Bonnie Riutta

- II. Call to the Public:** No Call to the Public

- III. Asst. Superintendent Human Resources**

We reviewed the Asst. Supt. Human Resources job description and made suggestions for the Human Resource posting.

- IV. Executive Director of Curriculum Services**

Discussed the Round 1 Curriculum interviews, which are scheduled for Wednesday, April 29, 2009. Round 2 is scheduled for Friday, May 1, 2009

- VIII. Meeting adjourned at 6:40 p.m.**

**Board of Education
Brighton Area Schools
Human Resource Committee
Monday, May 4, 2009**

Minutes

- I. Call to Order** Meeting called to order at 4:30 p.m.

Members Present: Joyce Powers, Peg Moyer, Beth Minert
Guests Present: Barry Goode, Arnella Park

- II. Call to the Public:** Barry Goode shared concerns that there was a "gag rule" agreed upon at the mock staffing on March 30th, and information was leaked to Scranton staff. He also shared his concern that administrators were to choose one BEA member to attend staffing. He suggested that BEA members attending should be agreed upon by Peg Moyer for Human Resources, each administrator and the BEA President (himself). Barry also indicated that he has received some feedback on the 4 superintendent candidates.

Arnell Park shared her concern about staffing that reflected Barry's concerns.

- III. Asst. Superintendent Human Resources**

This position was posted on Friday, May 1st and will end on Friday, May 23rd. If there is a superintendent hired on May 26th, Peg will get him the resumes to look over and select candidates he wishes to interview. Teams will be created for interviews, if desired.

- IV. Executive Director of Curriculum Services**

Interviews have been completed and the recommendation will be made to the Board of Education on May 11th. After that announcement, the administrator on lay-off will be recalled.

- V. Superintendent Search Update**

Interviews begin tonight (May 4th) and tomorrow night. There are 4 candidates.

- VI. Staff Retention Plan Update**

We have 2 new retirements, and need 2 more before Friday, May 8th for the plan to be implemented.

VII. Staffing Update

Staffing will take place on May 12th at Brighton High School. The location change is due to the BECC Board Room being used for superintendent visitations and the BCPA was not an ideal setup.

VIII. Transportation Subs/Daily Pool

We need more information on this process before making any decisions:

How many do we have in this daily pool?

How much do we spend on this practice?

Is there a current method that drivers can use to call subs?

How many do we use daily/weekly?

Would like to have Betty attend June meeting to answer some of these questions.

IX. Meeting Adjourned at 5:00 p.m.