

**HARTLAND CONSOLIDATED SCHOOLS
REGULAR MEETING - BOARD OF EDUCATION
Hartland Educational Support Service Center
November 17, 2025 – 6:30 p.m.**

AGENDA

This meeting is a meeting of the Board of Education in public for the purpose of conducting the business of Hartland Consolidated Schools and is not to be considered a public community meeting.

There is a time for public participation during the meeting as indicated on the agenda. Guests are expected to act with civility and not interrupt this school business meeting. Anyone being disruptive will be asked to leave. This meeting may be recorded.

I. Call to Order, 6:30 p.m., Boardroom, Hartland Educational Support Service Center

A. Pledge of Allegiance

B. Approval of Agenda/Items for Discussion

C. Consent Agenda

The following items are items of a routine nature normally approved at Board meetings and will be approved by one vote unless a board member desires to have a separate vote on any item.

1. Approval of Minutes – October 20, 2025, Regular Meeting

2. Payment of Invoices

3. Approval of Board Member Expenses

4. New Hire

D. Superintendent's Report

1. Introduction of New Hires 3. Round Update

2. Audit Presentation 4. Sports Fall Update

E. Call to the Public

This portion of the agenda is for citizens to address any questions or comments to the Board. Attendees must register their intention to participate in the public participation portion of the meeting prior to the start of the meeting. Individuals may not register others to speak during public participation.

The Board will listen and take comments and questions under advisement but will not respond at this time. The presiding officer will refer questions to the superintendent for investigation and respond at a later date.

Speakers are asked to express themselves in a civil manner, with due respect for the dignity and privacy of others who may be affected by your comments. Each speaker may be limited to three (3) minutes. No participant may speak more than once.

F. Committee & Building Reports

II. Action Items

A. International Trip Request: Peru, June 2027

B. Filter First Requirements

C. Field House Boiler Replacement

D. Summer Tax Resolution

E. Revised Policies

F. Rescinded Policies

III. Discussion Items

A. 2026-27 High School and Legacy/HVA Curriculum Guides

B. Bus Purchase (2020 Bond)

IV. Closed Session – Legal Consultation-31aa Funding

V. State School Aid Act Section 31aa Funding Resolution

VI. Information Items

A. Future meeting: December 1, 2025, Special, 6:30 p.m., December 15, 2025, Regular, 6:30 p.m., Boardroom, Hartland Educational Support Service Center

B. Information Items

VII. Adjournment

DETAILED AGENDA

I. **CALL TO ORDER**

President Coleman will call the meeting to order at 6:30 p.m. in the Boardroom of the Educational Support Service Center.

I.A. **PLEDGE OF ALLEGIANCE**

I.B. **APPROVAL OF AGENDA/ITEMS FOR DISCUSSION**

(Recommended action):

(I move) That the agenda for the November 17, 2025 regular meeting be approved.

Motion by _____, supported by _____. _____

Gogoleski: _____, Campbell: _____, Shaw: _____, Keller: _____, Scott: _____, Custodio: _____, Coleman: _____

I.C. **CONSENT AGENDA**

(Recommended action):

(I move) That the consent agenda for the November 17, 2025 regular meeting be approved.

Motion by _____, supported by _____. _____

Gogoleski: _____, Campbell: _____, Shaw: _____, Keller: _____, Scott: _____, Custodio: _____, Coleman: _____

1. **APPROVAL OF MINUTES – OCTOBER 20, 2025 REGULAR MEETING**

(Recommended action): That the minutes of the October 20, 2025 special meeting be approved.

2. **PAYMENT OF INVOICES**

(Recommended action): That the Board of Education, upon the recommendation of the Chief Financial Officer, approves the financial report as of October 31, 2025, and the payment of invoices totaling \$2,593,728.28 and payroll obligations totaling \$3,396,207.48.

3. **APPROVAL OF BOARD MEMBER EXPENSES**

(Recommended action): That the Board of Education, upon the recommendation of the Chief Financial Officer, approves the board members' expense report for reimbursement as presented.

4. **NEW HIRE**

(Recommended action): That the Board of Education, upon the recommendation of the Superintendent, and the Assistant Superintendent of Personnel and Student Services, offers a probationary teaching contract for the 2025/26 school year, pending verification of credentials and Public Acts 99, 83 & 189 requirements, if applicable, to Gabriella Botello (CES).

I.D. **SUPERINTENDENT'S REPORT**

1. Introduction of New Hire
2. Audit Presentation
3. Round Update
4. Fall Sports Update

I.E. **CALL TO THE PUBLIC**

I.F. **COMMITTEE & BUILDING REPORTS**

II.A. **INTERNATIONAL TRIP REQUEST-PERU 2027**

(Recommended action):

(I move) That the Board of Education, upon the recommendation of the Superintendent approves the International trip request as presented.

Motion by _____, supported by _____. _____

Gogoleski: _____, Campbell: _____, Shaw: _____, Keller: _____, Scott: _____, Custodio: _____, Coleman: _____

II.B. FILTER FIRST REQUIREMENTS

(Recommended action):

(I move) That the Board of Education, upon the recommendation of the Superintendent and the Director of Operations, approves the contract award to Service Pro for the Filter First drinking fountain replacements as presented.

Motion by _____, supported by _____. _____

Gogoleski: _____, Campbell: _____, Shaw: _____, Keller: _____, Scott: _____, Custodio: _____, Coleman: _____

II.C. FIELD HOUSE BOILER REPLACEMENT

(Recommended action):

(I move) That the Board of Education, upon the recommendation of the Superintendent and the Director of Operations, approves the Field House Boiler Replacement as presented.

Motion by _____, supported by _____. _____

Gogoleski: _____, Campbell: _____, Shaw: _____, Keller: _____, Scott: _____, Custodio: _____, Coleman: _____

II.D. SUMMER TAX RESOLUTION

(Recommended action):

(I move) That the Board of Education, upon the recommendation of the Superintendent and the Chief Financial Officer, approves the Summer Tax Resolution as presented.

Motion by _____, supported by _____. _____

Gogoleski: _____, Campbell: _____, Shaw: _____, Keller: _____, Scott: _____, Custodio: _____, Coleman: _____

II.E. NEW & REVISED POLICIES

(Recommended action):

(I move) That the Board of Education, upon the recommendation of the Superintendent and the Assistant Superintendent of Personnel and Student Services, approves the revised policies as presented.

Motion by _____, supported by _____. _____

Gogoleski: _____, Campbell: _____, Shaw: _____, Keller: _____, Scott: _____, Custodio: _____, Coleman: _____

0171.4 Treasurer

1422/3122/4122 - Nondiscrimination, Equal Employment Opportunity, and Anti-Harassment (Replacement)

2210 - Curriculum Development - Approved Courses

2412 - Homebound Instruction Program

4162 - Controlled Substance and Alcohol Policy for Commercial Motor Vehicle ("CMV") Drivers and Other Employees Who Perform Safety-Sensitive Functions

5120 - Assignment within District

5460 - Graduation Requirements

7540.02 - Digital Content and Accessibility

8300 - Continuity of Organizational Operations Plan

8305 - Information Security

8400 - School Safety Information

Technical Corrections (new address for the U.S. Dept. of Education Office for Civil Rights):

2260 - Nondiscrimination and Access to Equal Educational Opportunity (Technical Correction)

2260.01 - Section 504/ADA Prohibition Against Discrimination Based on Disability (Technical Correction)

1623/3123/4123 - Section 504/ADA Prohibition Against Disability Discrimination in Employment (Technical Correction)

II.F. RESCINDED POLICIES

(Recommended action):

(I move) That the Board of Education, upon the recommendation of the Superintendent and the Assistant Superintendent of Personnel and Student Services, rescinds policies 1422.02/3122.02/4122.02, 1662/3362/4362, and 7541 as presented.

Motion by _____, supported by _____. _____

Gogoleski: _____, Campbell: _____, Shaw: _____, Keller: _____, Scott: _____, Custodio: _____, Coleman: _____

1422.02/3122.02/4122.02 - Nondiscrimination Based on Genetic Information of the Employee

1662/3362/4362 - Anti-Harassment, 7541 - Electronic Data Processing Disaster Recovery Plan

III.A. 2026-27 HIGH SCHOOL AND LEGACY/HVA CURRICULUM GUIDES

For discussion

III.B. BUS PURCHASE (2020 BOND)

For discussion

IV. CLOSED SESSION – LEGAL CONSULTATION-31aa FUNDING

(Recommended action):

(I move) That the Board of Education enters into Closed Session under Section 8(1)(e) of the Open Meetings Act to discuss legal issues regarding 31aa funding.

Motion by _____, supported by _____. _____

Gogoleski: _____, Campbell: _____, Shaw: _____, Keller: _____, Scott: _____, Custodio: _____, Coleman: _____

RETURN TO OPEN SESSION

V. STATE SCHOOL AID ACT SECTION 31aa FUNDING RESOLUTION

(Recommended action):

(I move) that the Board of Education adopts the Opt-In and Waiver resolution as presented.

Motion by _____, supported by _____. _____

Gogoleski: _____, Campbell: _____, Shaw: _____, Keller: _____, Scott: _____, Custodio: _____, Coleman: _____

VI.A FUTURE MEETINGS

December 1, 2025, Special meeting, 6:30 p.m., Boardroom, Hartland Educational Support Service Center

December 15, 2025, Regular meeting, 6:30 p.m., Boardroom, Hartland Educational Support Service Center

VI.B INFORMATION ITEMS

VII. ADJOURNMENT

Members present: K. Coleman, C. Shaw, G. Keller, J. Scott, D. Custodio, G. Gogoleski
Members absent: J. Campbell
Admin. Present: C. Hughes, R. Bois, K. Gregory, D. Minsker

President Coleman called the meeting to order at 6:30 p.m. in the Boardroom of the Hartland Educational Support Service Center. The Pledge of Allegiance was recited.

10/20/25 AGENDA APPROVED

Motion by Keller, supported by Gogoleski, that the agenda for the October 20, 2025 regular meeting be approved as presented.

Gogoleski: yes, Shaw: yes, Keller: yes, Scott: yes, Custodio: yes, Coleman: yes
Motion carried 6-0.

10/20/25 CONSENT AGENDA APPROVED

Motion by Gogoleski, supported by Shaw, that the consent agenda for the October 20, 2025 regular meeting be approved.

Gogoleski: yes, Shaw: yes, Keller: yes, Scott: yes, Custodio: yes, Coleman: yes
Motion carried 6-0.

1. OCTOBER 13, 2025 MINUTES APPROVED

That the minutes of the October 13, 2025 special meeting be approved.

2. PAYMENT OF INVOICES

That the Board of Education, upon the recommendation of the Chief Financial Officer, approves the financial report as of September 30, 2025, and the payment of invoices totaling \$2,618,869.78 and payroll obligations totaling \$3,562,911.28.

SUPERINTENDENTS REPORT

- Curriculum Update
- GSRP Update

CALL TO THE PUBLIC

Members of the public addressed the board.

2016 BOND REFUNDING

Motion by Custodio, supported by Scott, that the Board of Education, upon the recommendation of the Superintendent and the Chief Financial Officer, approves the 2016 bond refunding authorizing resolution as presented.

Gogoleski: yes, Shaw: yes, Keller: yes, Scott: yes, Custodio: yes, Coleman: yes
Motion carried 6-0.

APPROVAL OF EMERGENCY OPERATION PLANS

Motion by Keller, supported by Custodio, that the Board of Education, upon the recommendation of the Superintendent and the Assistant Superintendent of Personnel and Student Services, approves the Emergency Operation Plans as presented.

Gogoleski: yes, Shaw: yes, Keller: yes, Scott: yes, Custodio: yes, Coleman: yes
Motion carried 6-0.

INTERNATIONAL TRIP REQUEST-PERU 2027 / 2025 TRIP REVIEW

Mrs. Szabo, and student Amelia Eggers, spoke about their trip to Spain this past summer. Mrs. Szabo also gave an overview of the trip request to Peru in 2027.

DATE FOR POLICY COMMITTEE MEETING

Mrs. Coleman reached out to board members regarding a date for the policy committee meeting, and November 3rd worked best for most.

FILTER FIRST REQUIREMENTS

Mr. Hughes introduced Matt Marino, who spoke about the new requirement for all schools in the state to install lead-removing filters on bottle filling stations at each building. The expected completion for this is June/July 2026.

Mr. Marino applied for and received a grant for this work. Any cost over the amount of grant money received will come out of the general fund.

FIELD HOUSE BOILER REPLACEMENT

Mr. Marino said the boiler at the field house is not functioning and needs to be replaced. He is no longer able to get parts for it as it is 22 years old.

FUTURE MEETINGS

President Coleman noted the next regular meeting will be November 17, 2025, 6:30 p.m., in the Boardroom at the Hartland Educational Support Service Center.

ADJOURNMENT

The meeting was adjourned at 7:49 p.m.

Respectfully submitted,



Cindy Shaw
Acting Secretary



Renee Braden
Recording Secretary

**HARTLAND CONSOLIDATED SCHOOLS
BOARD MEETING ON NOVEMBER 17, 2025
EXPENDITURES FOR THE MONTH OF OCTOBER 2025**

Check registers and ACH payments:

Date	Description	General Fund	Athletics	Cafeteria	Capital Proj	Debt	Activity	TOTAL
10/02/2025	A/P Check Run	\$ 99,030.04	\$ 4,984.10	\$ 35,974.42	\$ 12,250.62		\$ 15,857.27	\$ 168,096.45
10/09/2025	A/P Check Run	\$ 176,409.19	\$ 4,005.97	\$ 35,355.90	\$ 340,639.57		\$ 31,397.21	\$ 587,807.84
10/16/2025	A/P Check Run	\$ 125,640.05	\$ 2,588.57	\$ 38,031.64	\$ 176.62	\$ 3,498.11	\$ 21,052.74	\$ 190,987.73
10/23/2025	A/P Check Run	\$ 731,809.56	\$ 3,661.98	\$ 167,869.50			\$ 19,679.13	\$ 923,020.17
10/24/2025	A/P Check Run						\$ 582.47	\$ 582.47
10/27/2025	A/P Check Run						\$ 10.00	\$ 10.00
10/30/2025	A/P Check Run	\$ 231,914.07	\$ 1,740.49	\$ 39,782.17	\$ 36,728.71		\$ 11,162.90	\$ 321,328.34
10/31/2025	Void Checks	\$ (751.00)						\$ (751.00)
10/10/2025	Merchant Fees (Comm Ed)	\$ 10,919.05						\$ 10,919.05
10/31/2025	Bank Fees	\$ 231.05						\$ 231.05
10/02/2025	EDUSTAFF - ACH	\$ 5,970.06						\$ 5,970.06
10/10/2025	EDUSTAFF - ACH	\$ 169,201.31						\$ 169,201.31
10/24/2025	EDUSTAFF - ACH	\$ 160,725.44						\$ 160,725.44
10/07/2025	Arbiter Deposit - Athletic Officials	\$ 5,000.00						\$ 5,000.00
10/28/2025	Arbiter Deposit - Athletic Officials	\$ 5,000.00						\$ 5,000.00
10/02/2025	GoPay (Soccer Officials)	\$ 1,410.00						\$ 1,410.00
10/10/2025	GoPay (Soccer Officials)	\$ 630.00						\$ 630.00
10/20/2025	GoPay (Soccer Officials)	\$ 1,360.00						\$ 1,360.00
10/29/2025	PNC VISA - ACH	\$ 42,199.37						\$ 42,199.37
TOTAL		\$ 1,766,698.19	\$ 16,981.11	\$ 317,013.63	\$ 389,795.52	\$ 3,498.11	\$ 99,741.72	\$ 2,593,728.28

Payroll and Benefit expenses:

Date	Description	Net Pay	Federal Taxes	State Taxes	Retirement	Other	Health Equity	TOTAL
10/10/2025	10/10/2025 PAYDATE	\$ 888,338.76	\$ 302,400.18	\$ 46,429.20	\$ 453,571.78	\$ 49,571.04	\$ (25,584.96)	\$ 1,714,726.00
10/24/2025	10/24/2025 PAYDATE	\$ 840,325.47	\$ 280,553.63	\$ 43,575.35	\$ 443,937.45	\$ 46,283.21	\$ (24,813.96)	\$ 1,629,861.15
OCT HEALTH	EQUITY CLAIMS						\$ 51,620.33	\$ 51,620.33
TOTAL		\$ 1,728,664.23	\$ 582,953.81	\$ 90,004.55	\$ 897,509.23	\$ 95,854.25	\$ 1,221.41	\$ 3,396,207.48

HARTLAND CONSOLIDATED SCHOOLS					Revised yearly - Date of last revision 1/1/25				
WEEKLY EXPENSE REPORT					Current mileage = 0.70 per mile				
Name (please print) <u>Cindy Shaw</u>					Month: <u>October</u>		Year: <u>2025</u>		
ITEM	Expense 1	Expense 2	Expense 3	Expense 4	Expense 5	Expense 6	Expense 7	TOTAL	
In-district mileage	See other side of form							\$0.00	Total Mileage =
Out-district mileage	See other side of form							\$0.00	\$ 0.00
									331.80
DATE									
*MEALS									
Breakfast (max \$10.00 + 20% tip = \$12.00)								\$0.00	Total Meals =
Lunch (max \$15.00 + 20% tip = \$18.00)	<u>10/22/25</u>	<u>10/24/25</u>						\$0.00	\$ 0.00
Dinner (max \$30.00 + 20% tip = \$36.00)	<u>25.84</u>	<u>12.82</u>						\$0.00	38.66
*LODGING								\$0.00	Total Lodging/Other =
*OTHER (parking, registration, etc.)								\$0.00	\$ 0.00
Please List:								\$0.00	
Equipment								\$0.00	
Sub Total Costs								\$0.00	
Amount pre-paid									
**TOTAL to be paid								\$0.00	\$ 370.46 ✓
Submitted by: <u>Renee Braden</u>	Supervisor: <u>Cheryl</u>		Business Off: <u></u>						
Department: <u>C.O.</u>	Date: <u></u>		Date: <u></u>						
Date: <u>10-30-25</u>	Mileage Code: <u>11-232-3210-050-000-0000</u>		Meals Code: <u>11-232-3220-050-000-0000</u>						
* ORIGINAL receipts required	Cell Code: <u></u>								
** TOTALS must balance across & down									
Please print both sheet 1 and 2.									

IN-DISTRICT TRAVEL COSTS											REVISED YEARLY - Last Revision 1/1/2025				
One-Way Mileage Reimbursement											Current mileage = 0.70 per mile				
	51 Bldg.	VE, WH	CES	RES	LES/FIS	OCMS	HHS	HESSC	R/T All	TOTAL	OUT-DISTRICT TRAVEL COST				
51 Bldg		0.44	0.30	1.51	4.75	0.48	1.33	2.90	15.42		Date	From	To	# of Miles	Cost
No of trips										0	10-23-25	Hartland	Traverse City	474	\$0.00
Total Miles		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00					\$0.00
VE, BG, WH	0.44		0.60	1.07	5.07	0.88	1.64	3.22	15.42						\$0.00
No of trips										0					\$0.00
Total Miles	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00					\$0.00
CES	0.30	0.60		1.67	4.86	0.58	1.44	2.90	15.42						\$0.00
No of trips										0					\$0.00
Total Miles	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00					\$0.00
RES	1.51	1.07	1.67		6.14	1.95	2.71	4.29	15.42						\$0.00
No of trips										0					\$0.00
Total Miles	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00					\$0.00
LES/FIS	4.75	5.07	4.86	6.14		4.45	4.69	3.58	15.42		Location	Organization	Person Visited	Reason for Visit	
No of trips									0		Traverse City	MASB		Annual Leadership Conference	
Total Miles	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00					
OCMS	0.48	0.88	0.58	1.95	4.45		0.90	2.60	15.42						
No of trips															
Total Miles	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00					
HHS	1.33	1.64	1.44	2.71	4.69	0.90		2.80	15.42						
No of trips										0					
Total Miles	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00					
HESSC	2.90	3.22	2.90	4.29	3.58	2.60	2.80		15.42						
No of trips										0					
Total Miles	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00					
TOTAL Miles										0.00					
TOTAL cost	(Transfer to in-district column on front of this form)									\$0.00	This form is reviewed yearly please make sure you have the correct form				
Enter the number of trips between various places in the appropriate spaces.															
Please print both sheet 1 and 2.															

331.80

331.80

331.80

New Hire
November 17, 2025

**HARTLAND CONSOLIDATED SCHOOLS
HARTLAND, MICHIGAN**

RESUME'

NAME: Gabriella Botello

EDUCATION: B.S., Eastern Michigan University – In Progress

MAJOR: Elementary Education

MINOR:

CERTIFICATION: Teaching Certificate with an endorsement in ZO (PK-3) *pending award of BS.*

EXPERIENCE: Gabriella is currently filling her student teacher requirement at Creekside Elementary School. Since May of 2024 she has been active for the district as a substitute teacher through Edustaff. In Gabriella's senior year at Hartland High School (September 2021 through May 2022) she served as a Cadet Teacher.

SALARY STEP: BA, Step 1

ASSIGNMENT: Second Grade at Creekside Elementary School

Recommended Action:

That the Board of Education, upon the recommendation of the Superintendent, offers a probationary teaching contract to Gabriella Botello for the 2025-2026 school year, at the Step 1, BA salary tract, (\$47,949), pending verification of credentials and Public Acts 99, 83 & 189 requirements, if applicable.



HARTLAND CONSOLIDATED SCHOOLS

OVERNIGHT FIELD TRIP REQUEST FORM

Teacher: Amy Szabo	School/ High School Class: Spanish 3- 5	Request Date: 8/20/2025 Date Response is Needed: 9/10/2025
DEPARTURE DATE: 6/12/2027 RETURN DATE: 6/20/2027	Destination: Peru – Lima, Cuzco, Sacred Valley, Puno	
Departure time: TBA	Return time: TBA	
Number of Students: 40	Number of Staff/ Chaperones: 7	Supervisor Ratio: 6/1
If a teacher is chaperoning, please list the teacher's name and pay sub costs from the following account: N/A		
Handicapped accessibility required: ☒ Yes ☐ No		
Mode of Transportation: Other If using a Charter bus: was it approved by Central Office (Matt Marino): ☐ Yes Was the certificate of insurance provided to Central Office (Pam Schiesser): ☐ Yes If Other, please explain: Travel by air and bus through vendors from EF Tours		

☐ Yes ☐ No ☒ N/A Contacted Transportation for bus availability and estimated cost
Date: Click to enter a date.

☐ Yes ☐ No ☒ N/A Requested handicapped bus if applicable

☐ Yes ☐ No ☒ N/A Will inform Central Kitchen

☐ Yes ☐ No ☒ N/A Identified Special Accommodations
(transportation, meds, allergies, etc.)

☒ Yes ☐ No Prepared Parent Consent for Field Trip (parental permission form)?

- Date and time of trip
- Destination of the trip
- Name(s) of adult supervisor(s)
- The mode of transportation
- Field trip description (fees, student rules, dress code, etc.)
- Medical consent

☒ Yes ☒ No Completion of volunteer background checks will be done?

If private vehicles are used:

- ☐ Yes ☐ No Will licensed drivers drive all cars?
- ☐ Yes ☐ No Are cars and drivers insured?
- ☐ Yes ☐ No Do the owners of the vehicles know their vehicles are being used for this purpose?
- ☐ Yes ☐ No Do you have Emergency Contact Information for students on trip to provide to drivers?
- ☐ Yes ☐ No Motor Vehicle Records check will be completed?

A. Purpose

1. What is the major place to be visited or event to be attended?
Peru / Machu Pichu
2. How is the trip related to the educational/athletic program of the District?
This trip promotes international understanding, respect for different cultures, language learning and global citizenship.
3. In what ways will the students benefit?
The students will have the opportunity to gain new perspectives and build 21st century skills through experiential learning. They will develop interpersonal and leadership skills necessary to navigate new experiences with confidence and adaptability. The students will sharpen their critical thinking, problem solving and collaborative skills.
4. In what ways will the District benefit?
The highest quality foreign language programs include an opportunity to practice skills in another country. These experiences encourage social and emotional growth as students step outside of their comfort zones. The district will see an increase in the number of students involved in higher level language classes as students seek to meet the requirements for the trip. Students involved will also bring another layer of sophistication and perspective to their other studies and classroom environments upon returning home. This is the right move for a district that seeks to grow in rigor and interest.
5. How will the trip be evaluated to determine the extent to which these benefits were realized?
We will measure our success as we assess the number of students in our program as well as the number of students who continue their interest beyond graduation. We will first see an increase in students taking Spanish III to meet the trip requirement. As a result of their excitement and interest after the trip, we will also look for greater numbers enrolled in both Spanish IV and AP Spanish. Another measure will be the number of Hartland graduates who seek a major or minor in Spanish or at the least, a study abroad opportunity in their field during their years in college.

B. Students and Staff

1. Which students (grade, class, organization) will be going? **Attach class/team roster.**
2. How many students in total?
40
3. Have you informed other teachers about this field trip?
✓ Yes ☐ No
4. Which staff member will be in charge?
Amy Szabo
5. What previous experience has the staff member had in conducting overnight or extended field trips?

I have traveled to Peru many time and have lived in South America. I have been a leader on four different international trips with students

6. What other staff members will be going?
Amy Scott, Lindsey Wagstaff, Rachel Bulszwecz , Theresa Smith, Colin Costello, Dan Aldred.
7. How many chaperones, in addition to staff members, will be going?
all chaperones will be staff members and will be based on the number of students that enroll
8. Provide list with chaperone names, and affiliation with the students?
9. How many school days will be missed?
0
10. How will teachers/coaches be advised in advance that the students will be out of school?
n/a

C. School Work

1. How will any work missed be made up?
n/a
2. What special assistance will be provided to students with academic problems?
n/a

D. Itinerary

1. What is the destination?
Peru
2. What will be the mode of transportation? What liability insurance does the carrier have?
Airline carrier to be determined by tour agency – EF Tours. Group Leaders and schools are covered by a \$50 million liability policy. EF Tours can provide a certificate of insurance that details coverage.
3. If private vehicles will be used, is driver's license, registration and insurance information for each vehicle/driver on file with the school?
Yes ☐ No ☐
If yes, please list names of drivers: [Click here to enter names.](#)
4. Where will the group be housed and fed?
EF Tours will have a detailed itinerary of lodging and meals as departure time approaches
5. What enroute or supplemental activities are planned?
There will be periodic group meetings before the trip to discuss trip details and to allow the students to become familiar with each other.
6. What arrangements have been made for dealing with emergency situations?
EF Tours will provided us with preventative procedures and also measures to take in the event of an emergency. We will also have parental contact information with the leaders at all times in the event of an emergency. EF Tours has a communication portal that parents can access 24/7
7. Will Parent Consent for Field Trip or Athletic Emergency Contact forms be available for each student on the field trip?
Yes ☒ No ☐

8. If a tour company/agency is involved, attach a copy of insurance and certificate.

Yes ☐ No ☐ N/A ☐

E. Finances

1. What is the estimated total cost and cost per student?
\$4,609
2. What is the source of funds?
personal funds – no school funding
3. How will the funds be collected and safeguarded?
All money is collected online through the tour company and managed through them.
4. How will any shortfall be made up or excess funds used?
n/a
5. What provision has been made for students who are financially unable to pay any necessary costs?
none

F. Communications

1. How will you communicate to parents prior to, during, and after the trip?
parent meetings before trip and the tour company provides a portal for parents to check in
2. List telephone numbers at destination and where group will be housed.
This information will be made available as the trip date is closer.
3. What information will be provided to the media and community?
We will write a small article about a the trip for Community Life to print when they see fit.

No coaches or chaperones may consume any alcoholic beverages or illegal substances while at this event.

Teacher signature: _____

Amy L. Lohr

Date: _____

Aug 22, 2025



FIELD TRIP APPROVAL

Trip

Trip

Approved: ☐

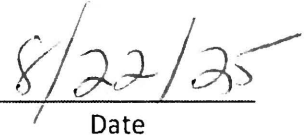
Disapproved: ☐

Principal: _____

Date: Select a date.



Signature of Requestor

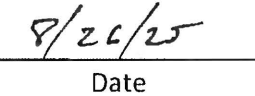


Date

Approved:



Principal/Athletic Director



Date

Superintendent

Date

po2340

HARTLAND CONSOLIDATED SCHOOLS

STUDENT RESPONSIBILITY CONTRACT FOR OVERNIGHT TRIPS

It is a privilege for you to participate in the field trip to [Click or tap here to enter destination](#). Because this trip is part of the district's educational program, it is imperative that you adhere to the Parent-Student Handbook at all times. You must remember that from the time of departure to your arrival home, you are the responsibility of the District.

In addition, I agree to:

- A. Refrain at all times from the consumption of alcoholic beverages and/or drugs unless said drugs are prescribed by a physician and dispensed by school personnel or self-medication and/or possession are properly authorized;
- B. Sleep in assigned room and not entertain members of the opposite sex in my room, unless my room door is fully opened, and an adult chaperone is notified;
- C. Keep my assigned chaperone advised of my whereabouts at all times;
- D. Attend all mandatory activities and meal functions;

- E. Adhere to all established curfews;
- F. Conduct myself in such a manner as to bring pride to myself, my family, my school, and my community;
- G. Adhere to any additional dress code requirements established by the trip leader;
- H. Comply, throughout the trip, with any and all instructions directed to me and/or the group by a chaperone or staff member.

If a problem arises that is serious enough in nature to warrant the below-named student's removal from the travel group, we (the student and parent/guardian) agree to bear any additional costs to return the student home. NOTE: This removal decision will be made by the accompanying professional staff member after a student has been provided the opportunity to respond to any allegations. The student may also be subjected to discipline upon return home in accordance with general District policies.

Student

Date

Parent

Date



EDUCATIONAL
TOURS

Global Travel Program Proposal



Learning outcomes

It's our goal to put "education first" in every single tour. That's why we carefully design our itineraries to complement your teaching, offering students hands-on experiences that deepen their understanding, build essential skills, and inspire them to apply their learning in meaningful ways.

Our method

We enhance what you teach with relevant experiences outside the classroom.

Our proven travel-based learning method safely takes students out of their comfort zones and helps them understand more about themselves and the world around them. It sparks a true journey of self-discovery, empowering them to take action and make a positive impact in their communities and beyond.

Our programs

We design every EF program with a curriculum of immersive, hands-on learning that builds essential skills.

EF learning journeys offer incredible growth opportunities. Through professionally guided travel, authentic cultural exchange, experiential learning, and independent discovery, students develop critical skills they'll carry with them through the rest of their lives.



Safety

Continued

Your school's team

These EF staff are fully committed to your school's travel program and the safety of every student.

OPERATIONS SAFETY & INCIDENT RESPONSE TEAM

This team is strategically based in our Boston, Panama, and Zurich offices to accommodate all time zones. Available 24 hours a day, every day of the year, they are trained to react quickly if travelers need help. The team uses a combination of extensive training, simulations, incident response planning, and experience to manage emergencies. They also facilitate additional support for groups on tour, solve operational issues, arrange assistance from outside specialists, and liaise with local and international authorities as needed.

EMERGENCY SERVICES & SUPPORT TEAM

Our support team is also available 24/7 to help resolve any issue, from a missed flight or a lost passport to more serious on-tour incidents. They're also the ones facilitating communication between travelers and families in the event of an emergency at home. The team is made up of highly trained and dedicated EF staff in our Boston and Denver offices who are equipped to solve problems and answer questions that may come up, even outside of regular business hours.

TOUR DIRECTOR

Tour Directors are assigned exclusively to each tour for the duration of the trip. They meet your group at the airport and stay with them until their departure home. All Tour Directors undergo a background check as permissible by local law every two years and are required to participate in ongoing EF safety trainings.

They're the first point of contact in an emergency and provide safety information to the travelers in their group. Tour Directors assist Group Leaders with hotel check-ins, coordinate meals, facilitate excursions with local guides, and much more. They're culturally connected and expertly trained to support impactful learning experiences.

EF TRAVEL TEAM

This team—comprised of a Tour Consultant and an EF Experience Specialist—is your school's main point of contact at EF. The Tour Consultant serves as your itinerary expert and is devoted to making sure your students get the most out of their travel experience. They partner with your school on everything from finding the perfect tour and enrolling travelers to developing long-term programs for your district and community. The EF Experience Specialist handles the finer details that make your experience with EF seamless. They work directly with Group Leaders (your teachers) right up until the moment of departure, ensuring everything goes smoothly.

TRAVELER SUPPORT

Our team of Travel Support Specialists are readily available to walk families through insurance inquiries, payment plans, food allergy issues, and any other topics that arise.

CHAPERONES

For every six travelers who enroll on a school's tour, the group is eligible to bring along a chaperone for free (with the first spot reserved for the Group Leader). This creates a 6:1 student-to-chaperone ratio, and allows chaperones to assist Group Leaders in supervising students.

Protection for travelers, schools & districts

Continued

Protection for individual travelers

While on tour, travelers can help protect their investment and themselves from certain unexpected events and expenses with our Global Travel Protection and Global Travel Protection Plus plans.

GLOBAL TRAVEL PROTECTION

Available to all travelers

Designed specifically with EF travelers in mind, this plan provides both pre-departure and post-departure benefits, including medical expense coverage that may apply on tour and tour cancellation coverage for specified reasons.

GLOBAL TRAVEL PROTECTION PLUS

Available to all travelers

This plan provides all of the benefits included in the Global Travel Protection Plan as well as expanded cancellation protection.

Background checks for adult travelers

EF requires all adults (20 years and older) to pass a criminal background check before travelling on our student tours. This provides a safer tour experience for all and aligns with the process many school districts have for adults who volunteer or chaperone school activities. Conducted by a leading professional provider, the secure background check only flags individuals who could present a risk to student travelers while on tour.



Travel logistics

Continued

Hotels

Every hotel we partner with must meet our strict standards for safety, quality, and cleanliness. Hotels are thoroughly vetted by our team and they're regularly inspected to ensure they continue to meet these standards. It's important to note that hotels abroad may have different amenities than travelers may be accustomed to in the United States. Below are expectations & examples of hotels travelers may encounter at your proposed destination:

Hotels in Peru can vary quite a bit in style—meaning anything from larger, Western-style hotels to smaller hotels with less than 30 rooms. Some may have swimming pools. The hotels in Cuzco are commonly family-run or smaller residences that have a rustic feel to them. Hotels in Aguas Calientes are very basic, but centrally located in the town. We recommend that students bring books, games, music, or other forms of entertainment for evenings spent at the hotels after dinner. Since hot water in most hotels in Peru is limited, showers should be kept brief. Heating and room temperatures in Peruvian hotels are generally cooler than in the U.S., and extra blankets are usually provided at hotels. Electrical voltage and outlets in Peru are the same as in the U.S., so you will not need an adapter or converter.

Cuzco, Peru

Hotel De La Villa Hermoza

<http://www.hotelesdelavillahermoza.com/>

Address: Av. Pardo 1041 - 1079, Cuzco

Sacred Valley, Peru

Tunupa Lodge

<http://www.tunupalodge.com/en/home/>

Address: Av. Ferrocarril N° 816, Ollantaytambo

Meals

Meals are chosen to provide a more immersive cultural experience, giving students the chance to sample traditional cuisine and experience local dining customs. Below are examples of dishes travelers may encounter at your proposed destination:

On tour, breakfast is typically simple and served at the hotel, either plated or buffet-style. Lunch usually gives travelers the opportunity to explore the local cuisine on their own. Dinners will be a mix of familiar dishes and local specialties, all served from a pre-set group menu.

Peru: Sample Meals

Lomo Saltado (beef in local soy sauce with fried vegetables), seafood or ceviche. Aji de Gallina (chicken in locally flavored sauce with rice), potatoes and corn



Operations Department

Matt Marino, Director of Operations

9525 Highland Rd

Howell, MI 48843

Phone: 810-626-2189

Email: mattmarino@hartlandschools.us

Date: November 11, 2025
To: Chuck Hughes
Cc: Rachel Bois
From: Matt Marino
Subject: Filter First Program

In October 2024, the State of Michigan enacted the Clean Drinking Water Access Act, requiring all public schools and childcare facilities to install lead-removing filters on designated drinking water sources. Oversight of this initiative, known as the Filter First Program, has been assigned to the Department of Environment, Great Lakes, and Energy (EGLE).

To date, we have identified all drinking fountains in need of replacement, developed a maintenance and testing plan, and secured grant funding to support the project.

Following our cost estimates, our grant application for \$187,500 was approved. The project was publicly bid, and we received four proposals for the replacement and upgrade of forty-four drinking fountains. After conducting post-bid reviews of the three lowest bidders, I am recommending Service Pro for award of the contract in the amount of \$167,761.00.

Installation is scheduled to begin during the December holiday break, with full completion of all program requirements anticipated by June 30, 2026.

Hartland Consolidated Schools
Drinking Fountain Replacement
Bid Due - November 3, 2025

Company	Familial Disc.	Iran Sanctions	Bid Bond	Total	Alt. Info
CSM Mechanical	X	X	X	\$161,143.00	
Service Pro	X	X	X	\$167,761.00	Included cost for 7 kitchen faucets
Johnson and Wood	X	X	X	\$212,248.00	
Allied	X	X	X	\$275,418.75	



Operations Department

Matt Marino, Director of Operations

9525 Highland Rd

Howell, MI 48843

Phone: 810-626-2189

Email: mattmarino@hartlandschools.us

Date: October 13, 2025
To: Chuck Hughes
Cc: Rachel Bois
From: Matt Marino
Subject: HS Field House Boiler

The high school field house boiler needs to be replaced. The existing unit, installed when the facility was built in 2003, has been in continuous operation since that time. Recent issues, including leaks and the need for a new control board, revealed that necessary replacement parts are no longer available. As a result, a full replacement is required. After obtaining multiple quotes, I recommend the project to CSM Mechanical. They have successfully completed work for the district in the past and have provided excellent service to HCS.

CSM Mechanical - \$36,236.00



"Relentlessly Helping Our Customers Achieve Success by Being an Integral, Caring and Innovative Mechanical Solutions Provider."

Oct 15, 2025

Hartland Consolidated Schools
9525 E Highland Rd
Howell, MI 48843

ATTENTION: Matt Marino

Quotation No.: CSM 3444 Version 2

SUBJECT: Field house electric domestic hot water boiler replacement

CSM Mechanical, LLC is pleased to provide a proposal for Hartland Consolidated Schools in Hartland, MI.

OUR PROPOSAL INCLUDES:

Provide Labor, materials and equipment for the installation of new electric water heater (AOSCOM DVE-400A-75 XI Series 400)
Perform lockout tag out on associated boiler utilities.
Disconnect associated utilities and remove boiler.
Set new boiler on existing housekeeping pad.
Reconnect water piping, and electrical.
Fill system and check for leaks.
Perform start up services and CSD-1 testing.
Make necessary adjustments to ensure proper operation.
Demobilize, clean and remove debris and work-related material from jobsite.

OUR PROPOSAL TO PROVIDE THE ABOVE SERVICES IS:

\$36,236.50

QUALIFICATIONS:

- State and/or Federal taxes have been included in this proposal
- Mechanical insulation of any sort has been excluded from this proposal

This proposal is based on LUMP SUM billing practices with payment terms of Net (30) days per occurrence and straight time working hours, Monday through Friday, 7:00 am until 3:30 pm.

This quotation is valid for Fifteen (15) days. The proposed work will begin upon receipt of signed proposal. The prices listed in this quote are based on current tariff rates, duties, government charges, and trade regulations as of the date of issuance. If any new tariffs, taxes, duties, or similar charges are introduced, or if existing ones are increased or modified by any government or regulatory authority (collectively referred to as "Tariff Changes"), resulting in higher costs for the quoted goods or services, CSM Mechanical reserves the right to adjust pricing accordingly. CSM Mechanical will not be obligated to proceed with the delivery of goods and/or services until both parties agree to the revised pricing reflecting these increased costs.



3419 PIERSON PLACE
FLUSHING, MI. 48433
810-228-3636 Office
810-814-4012 Cell

COMMERCIAL | RESIDENTIAL

"Big or Small, We do it All!"

QUOTE

TO: HARTLAND SCHOOLS

QUOTE DATE: 9/8/2025

Location: FIELDHOUSE
10635 DUNHAM RD.
HARTLAND, MI. 48353
ATT: MATT MARINO

BID# B25-0406

COMMERCIAL SERVICE QUOTE

DESCRIPTION	AMOUNT
OVERVIEW: LABOR AND MATERIAL TO INSTALL NEW A. O. SMITH 75,000KW WATER HEATER AT ABOVE LOCATION. INCLUDES: NECESSARY DEMO AND DISPOSAL OF OLD NEW AO SMITH DVE400A-75 ELECTRIC WTR HTR MISC PIPE AND FITTINGS, ELECTRICAL DISCONNECT/ RECONNECT DAYLY CLEAN UP START UP/ OWNER TRAINING LABOR WARRANTY EQUIPMENT WARRANTY PERMIT FEE EXCLUDES: SHIFT WORK ENGINEERING,PLAN REVIEW ARCITECTUAL WORK NOTE: ANY UNFORESEEN ISSUES WILL BE BROUGHT TO THE OWNERS ATTENTION AND QUOTED SEPERATLY	
CURRENT TOTAL	\$56,715.00

Rob Leland C: 810.814.4012
Service O: 810-228-3636
Estimator robl@johnsonwoodllc.com

SIGNATURE: _____

DATE: _____

PO # _____

Summer Tax Resolution
Prepared by: Rachel Bois
November 17, 2025

For many years, the District has levied its 18 mill non-homestead tax in July. The Revised School Code requires that the Board of Education annually adopt a resolution in order to continue this practice, and that the resolution be filed with each township within the District by December 31.

The benefit of a July collection as opposed to a December collection is strictly for cash flow purposes. The first state aid payment of the year is not received until the end of October, while expenses, including payrolls, begin in July. Having the cash flow from a July tax levy helps significantly reduce the cash flow borrowing required to cover these expenses until state aid payments begin.

While the resolution refers to a summer levy of “100% of annual school property taxes, including debt service,” we will continue to levy for debt service in December as usual. The language is statutory and authorizes a July collection for all taxes, however we still have the option to levy debt service in December.

The resolution reads that we may negotiate a cost of no more than \$4.00 per parcel to collect the non-homestead tax in July, however LESA reimburses us \$0.50 per parcel, for an annual net cost of approximately \$6,000. This is far cheaper than the interest costs associated with a cash flow borrowing.

If you have any questions regarding the summer tax resolution, please feel free to contact me.

Hartland Consolidated Schools, Livingston County, Michigan (the "District")

A regular meeting of the Board of Education (the "Board") of the District was held in the Boardroom at the Hartland Educational Support Service Center, in the District, on the 17th day of November 2025, at 6:30 in the evening.

The meeting was called to order by _____.

Present:

Absent:

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

WHEREAS, this Board previously adopted a resolution to impose a summer tax levy to collect all of annual school property taxes, including debt service, upon property located within the school district and continuing from year to year until specifically revoked by the Board.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. This Board, pursuant to 1976 PA 451, as amended (the "Revised School Code"), hereby invokes for 2026 its previously adopted ongoing resolution imposing a summer tax levy of all of annual school property taxes, including debt service, upon property located within the District and continuing from year to year until specifically revoked by this Board and requests each city and/or township in which this District is located to collect those summer taxes.

2. The Superintendent or designee is authorized and directed to forward to the governing body of each city and/or township in which this District is located a copy of this Board's resolution imposing a summer property tax levy on an ongoing basis and a copy of this resolution requesting that each such city and/or township agree to collect the summer tax levy for 2026 in the amount as specified in this resolution. Such forwarding of the resolutions and the request to collect the summer tax levy shall be performed so that they are received by the appropriate governing bodies before January 1, 2026.

3. Pursuant to and in accordance with Section 1613(1) of the Revised School Code, the Superintendent or designee is authorized and directed to negotiate on behalf of this District with the governing body of each city and/or township in which the District is located for the reasonable expenses for collection of the District's summer tax levy that the city and/or township may bill under MCLA 380.1611 or MCLA 380.1612. The Superintendent or designee is also authorized to enter into agreements for the collection of such taxes so long as the cost per parcel does not exceed \$4.00 per parcel.

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:

Nays:

Motion declared adopted.

Secretary, Board of Education

The undersigned, duly qualified and acting Secretary of the Board of Education of Hartland Consolidated Schools, Livingston County, Michigan, hereby certifies that the foregoing constitutes a true and complete copy of a resolution adopted by said Board of Education at a regular meeting held on November 17, 2025, the original of which is part of the Board's minutes. The undersigned further certifies that notice of the meeting was given to the public pursuant to the provisions of the "Open Meetings Act" (Act 267, PA 1976, as amended).

Secretary, Board of Education

Hartland High School



Curriculum Guide Changes 2026-27

(Table of Contents) - Recommended Changes

General Updates:

- Academic Honor Cords
 - Automotive Technology Honor Cord
 - Construction Trades Honor Cord
 - Student Ambassador Honor Cord

Course Adjustments:

Applied Technology

- Advanced Woodworking - Course name and prerequisite change
- Construction Technology - Change prerequisite

Human Services

- Advanced Fashion & Clothing Construction - Prerequisite change
- Fashion Merchandising and Retailing - Prerequisite change
- Personal Living - Grade level change

Math

- Algebra 3 - Course description change
- Analysis of Functions - Course description change
- AP Statistics - Grade level change
- Intro to Statistics - Grade level change???

Science

- Honors Chemistry A & B - Course description change
- Honors Physics A & B - Course description change
- Materials Science and Engineering - Designate course as a Senior Math Elective (SMA) Course

Special Education

- Comprehensive courses changed to Life Skills.
 - Language Arts Comprehensive - Course name and description change
 - Math Comprehensive - Course name and description change
 - Science Comprehensive - Course name and description change
 - Social Science Comprehensive - Course name and description change
- Language Arts 9 - Course description change

- Language Arts 10 - Course description change
- Language Arts 11 - Course description change
- Language Arts 12 - Course description change
- Science (Resource)
 - Chemistry - Course description change, Change from full year to semester
 - Earth Science - Course description change
 - Life Science - Course name (Biology) and description change
- Social Studies (Resource)
 - US History (American History) - Course name and description change
 - World History (Global Studies) - Course name and description change

Course Additions

Art

- Art Exploration
- Ceramics IV

Business

- Insurance Career Exploration

Music

- Music Exploration

Non-Departmental

- Office Assistant

Special Education

- Essentials (added level to the comprehensive/life skills courses)
 - Language Arts Essentials
 - Math Essentials
 - Science Essentials
 - Social Studies Essentials
- Pre-Vocational
 - Personal Finance (Resource)
 - Personal Living (Resource)
- Science
 - Physics (Resource)

General Updates

- **Academic Honor Cords (Page 12)**

- Add Automotive Technology Honor Cord (Page 12)

Requirement: Complete Auto 1, 2 and 3 with a gpa of at least a 3.5 in these courses. Must also pass the ASE light mechanic and repair certification.

Rationale: Good opportunity to recognize our top auto students.

- Add Construction Trades Honor Cord (Page 12)

Requirement: Completion of the Woodworking or Carpentry Tools & Techniques course, as well as Construction and Advanced Construction with a gpa of at least a 3.5 in these courses. Must also pass the level 3 certification.

Rationale: Good opportunity to recognize our top construction trades students.

- Add Student Ambassador Honor Cord (Page 12)

Requirement: A senior must be a Student Ambassador for a minimum of 2 years and attend all Student Ambassador & New Student Seminars, as well as the New Student Breakfast.

Rationale: Much like our Link Leaders, Student Ambassadors make a commitment to support our new students (in grades 10-12) at Hartland High School. Student Ambassadors are students who were also once new to HHS and are invited to join if they want to help other new students have a smooth transition. Their time commitment includes 1 or 2 planning meetings, the New Student Breakfast, and about 5 Friday seminars. They lead our students in small/large group games and activities. They are also available to give new students tours during the school year and are sometimes asked to welcome new students to their tables at lunch. In order to be eligible for the honor cord, Student Ambassadors must be a member for a minimum of 2-years and attend all of the seminar meetings and the New Student Breakfast each year they participate. Consideration will be made if their absences were due to illness or other extenuating, unavoidable circumstances.

Course Adjustments

Applied Technology (Pages 37-38)

- Advanced Woodworking - Course name and prerequisite change

Page 38-39: New Name per LESA: Carpentry Tools & Techniques

No prerequisite, but Woodworking is recommended.

Rationale: Per LESA for CTE course sequencing and funding purposes

- Construction Technology - Change prerequisite

Page 38: Prerequisite: Woodworking and/or Carpentry Tools & Techniques

Rationale: Per LESA for CTE course sequencing and funding purposes

Human Services (Pages 45 - 46)

- Advanced Fashion & Clothing Construction - Prerequisite change

Page 47: **A 3.0 or higher** in Fashion Fabrics and Construction prior to taking this class.

Rationale: This is to ensure students taking Advanced Fashion are serious about the class and were successful in Fashion Fabrics and Construction before taking the advanced course.

- Fashion Merchandising and Retailing - Prerequisite change

Page 47: **A 3.0 or higher** in Advanced Fashion and Clothing Construction prior to taking this course.

Rationale: Maintaining a 3.0 GPA or higher in Advanced Fashion demonstrates that a student has mastered foundational skills in design, construction, and fashion theory at a high level of proficiency.

- Personal Living - Grade level change

Page 47: From 10th - 12th grade to 11th - 12th Grade.

Rationale: Restricting enrollment to upperclassmen ensures that students have the maturity, academic background, and immediate need to benefit fully from the course content. In addition, as the course may fulfill a fourth-year math credit, limiting enrollment supports proper sequencing within students' academic plans and reinforces college and career readiness standards.

Math (Pages 51 - 54)

- **Update Algebra 3 Course Description (Page 52)**

Current Course Description: This senior level math course is designed for students who wish to pursue a college, university, or trade school/apprenticeship after high school to enhance their mathematical skills and problem solving for their postsecondary experience. Students will apply all materials taught in previous math classes to integrate and deepen their knowledge and understanding behind mathematical methods. Topics include: algebraic equations and formulas, geometric theorems and properties, data and statistics, trigonometry and real-word applications.

New Course Description: This senior-level math course is designed for students who plan to pursue a trade school, apprenticeship, college, or university and are committed to strengthening their mathematical skills for postsecondary success. The course blends practical, real-world applications—including applied geometry, probability and risk analysis, measurement and scaling, data literacy, and basic financial modeling—with a focused review of algebra, geometry, and trigonometry concepts essential for career readiness and college placement. Through project-based learning and targeted skill reinforcement, students develop problem-solving abilities, critical thinking, and quantitative reasoning in a supportive, challenging environment. This course maintains high expectations to prepare students effectively for their next steps, ensuring they gain both practical and academic math skills aligned with their future goals.

Rationale: The proposed changes of the Algebra III course is designed to address current challenges related to student engagement, skill diversity and rigor, and postsecondary readiness. Currently, the course serves mainly as a broad review of simple math concepts, often lacking real-world relevance, which has resulted in limiting the course's overall effectiveness. To better meet the needs of our students, the course will be restructured into two complementary semesters. The first semester will focus on real-world applications, including applied geometry, probability, data literacy, and measurement, delivered through project-based learning and practical problem solving. This approach aims to engage students by connecting math to everyday life and career skills, building financial literacy and critical thinking. The second semester will provide a condensed, targeted review of key algebra, geometry, and trigonometry concepts essential for college placement tests and further academic success. This focused review will reinforce foundational skills and prepare students who plan to pursue college, trade school, or apprenticeships. By balancing

applied learning with rigorous academic review, this revamped course will maintain high expectations while offering relevant and meaningful math experiences. It will better support students' diverse goals, increase engagement, and improve readiness for both independent living and postsecondary education or training.

- **Update Analysis of Functions Course Description (Page 53)**

Current Course Description: This course is designed for students who intend to take calculus or other additional math classes later in their schooling or for students who want to master their algebraic skills before taking college level math classes. Students will study a selection of pre-calc level topics that focus on functions (such as quadratic, logarithmic, rational, radical, and exponential), and trigonometry (including solving equations, graphing, and the unit circle). Successful completion of Algebra II with a 2.0 or higher is recommended.

New Course Description: This course is designed for students who intend to take AP Pre-Calculus, Calculus, AP Statistics, or Intro to Statistics in their senior year, as well as those who want to strengthen their algebraic and functional reasoning skills before taking college-level math. Students will explore a variety of functions (linear, quadratic, polynomial, exponential, logarithmic, rational, and trigonometric) and analyze their characteristics. Emphasis will be placed on representing functions graphically, analytically, and numerically; interpreting transformations; and modeling data using functions and regressions. The course reinforces key algebraic concepts while preparing students for advanced study in mathematics. Successful completion of Algebra II with a 2.0 or higher is recommended.

Rationale: Since switching from Pre-Calculus to Analysis of Functions, the description was written almost like the students were still taking pre-calculus. So, just tweaking the description will allow for more reinforcement of prior concepts instead of just jumping right into the "pre-calc" curriculum, but yet still end with trig by the end of the year.

- **AP Statistics grade level update (Page 51)**

From 11th - 12th grade to 12th Grade.

Rationale: If a student were to take AP Statistics during their junior year, there is no appropriate placement for them during their senior year. For example, Algebra 3 is for seniors coming directly from Algebra 2 who have struggled in math. If a student has already completed Algebra 2 during their sophomore year, then they are an advanced student, so Algebra 3 is not at all appropriate. In another case, it would be illogical to take Algebra 2 during sophomore year, AP Statistics during junior year, and then return to the Algebra -

Calculus track by taking Pre-calculus or calculus during their senior year, as the gap in Algebra concepts for a year is detrimental to student success.

Science (Pages 59-35)

- **Add to Honors Chemistry A & B Course Description (Pages 60)**

Current Course Description: This course is designed for college bound students wishing to study science or math, students planning to enroll in AP science courses, or for those with solid math and science skills. This course will cover all of the Essential and Core, and most of the Recommended Michigan Merit Curriculum chemistry requirements. Emphasis will be placed on the advanced development of skills in observation, scientific inquiry, laboratory techniques and problem solving.

Add to Course Description: Students who transfer out of Honors Chemistry after the first semester will have completed only half of the required standards. To meet the full graduation requirement, they must either: Complete Honors Chemistry B, or Complete the one-semester Chemistry course.

Rationale: To earn credit toward the chemistry graduation requirement, students must demonstrate proficiency in all chemistry standards. This can be met by completing either Honors Chemistry A and B or the one-semester Chemistry course. Students who transfer out of Honors Chemistry after the first semester will have completed only half of the required standards.

- **Add to Honors Physics A & B Course Description (Pages 60)**

Current Course Description: In this course, classical mechanics will be constructed using both conceptual and mathematical modeling; therefore a strong background in mathematics is essential. The emphasis of this course will be to use modeling to connect the abstract mathematics of classical mechanics with the concrete world.

Add to Course Description: "Students who transfer out of Honors Physics after the first semester will have completed only half of the required standards. To meet the full graduation requirement, they must either: Complete Honors Physics B, or Complete the one-semester Physics course."

Rationale: To earn credit toward the Physics graduation requirement, students must demonstrate proficiency in all Physics standards. This can be met by completing either Honors Physics A and B or the one-semester Physics course. Students who transfer out of Honors Physics after the first semester will have completed only half of the required standards."

- **Update Materials Science and Engineering to qualify as Senior Math Alternative SMA (Page 61)**

Rationale: "Students in class regularly apply engineering practices consistent with math practices as required by the Michigan Merit Curriculum including: Make sense of problems and persevere in solving them, Reason abstractly and quantitatively, Construct viable arguments and critique the reasoning of others, Model with mathematics, Use appropriate tools strategically, Attend to precision, Look for and make use of structure, Look for and express regularity in repeated reasoning.

(https://www.michigan.gov/-/media/Project/Websites/mde/Academic-Standards/Math_Course_Credit.pdf?rev=06a2e7fc69c54a28bc22ccf07fc7a2ee)

The class regularly requires math practices including calculations, measurements with accuracy, use of technology/tools (rulers, calipers, balance/scale, calculator, lab measurements, etc.), graph interpretation and prediction skills, and others via labs and real life scenarios. Based on the MMC Mathematics requirements, which allows the 4th year class to apply mathematics rather than meet specific standards, Materials Science and Engineering furthers students' math skills and practices.

(https://www.michigan.gov/mde/services/academic-standards/mmc/michigan_merit_curriculum_faq_guidance/mmc-required-content/mathematics)

Allowing MSE to account for this credit offers another option for students.

Special Education (Pages 75-79)

- **Comprehensive courses name changed to Life Skills (Pages 77-81).**
 - Language Arts Comprehensive - Course name and description change
 - New Name and Description: Language Arts Life Skills - This course emphasizes the development of foundational reading, writing, speaking, and listening skills tailored to each student's needs. Instruction focuses on real-world literacy, including recognizing functional vocabulary, reading signs and schedules, completing forms, and understanding everyday written materials. Students practice communication skills essential for daily life, social interactions, and workplace readiness. Lessons incorporate high-interest, accessible texts and activities that build independence and self-advocacy. This course is designed for students on a certificate of completion.

- Math Comprehensive - Course name and description change
 - New Name and Description: Math Life Skills - This course provides instruction in essential math concepts with a strong focus on practical application. Students learn skills such as telling time, using money, measuring, reading charts, and basic computation necessary for everyday tasks. Lessons emphasize problem-solving and reasoning in real-life contexts like shopping, cooking, budgeting, and navigating the community. Hands-on learning and visual supports are used to promote understanding and confidence. This course is designed for students on a certificate of completion.

- Science Comprehensive - Course name and description change
 - New Name and Description: Science Life Skills - This science course introduces students to key scientific concepts through hands-on, experiential learning. The focus is on making sense of the world through observation, inquiry, and safety practices. Students engage in experiments and projects that connect science to their daily lives, promoting critical thinking and independence. This course is designed for students on a certificate of completion.

- Social Science Comprehensive - Course name and description change
 - New Name and Description: Social Studies Life Skills: In this course, students explore concepts of community, personal responsibility, and citizenship through accessible and functional content. Instruction includes understanding roles in the community, learning basic geography, and developing an awareness of current events. Emphasis is placed on personal rights, responsibilities, and social skills needed to participate safely and appropriately in school, home, and community settings. This course is designed for students on a certificate of completion.

Rationale: For our Program for Students with Diverse Needs (Formerly Extended Resource Rooms), replace the outdated comprehensive subjects with these updated course titles for our Life Skills subjects/classes and update course descriptions.

- **Update the Course Descriptions for our ELA Resource Courses (Page 76):**
 - **Language Arts 9 - Course description change**

Current Course Description: This class focuses on reading comprehension and developing sound written language skills. Emphasis will be on parts of speech, punctuation, and daily

reading activities. Students will investigate Career Pathways and course options available. They will explore learning styles, personal skills and interests and develop an education plan using computer programs.

New Course Description: This course will include the study of short stories, poetry, drama, nonfiction, and the novel. Basic composition skills will emphasize sentence and paragraph structure along with the writing of the essay. Spelling, vocabulary, and grammar will also be emphasized to support foundational language development. Differentiated instruction will be a key component of the course, with scaffolded support in reading comprehension and writing to meet diverse learning needs. Through targeted strategies and personalized support, students will build confidence and proficiency in both analyzing texts and expressing their ideas in writing.

Rationale: The previous description does not completely match the curriculum of English 9/Language Arts 9

- **Language Arts 10 - Course description change**

Current Course Description: This course provides a study of literature and composition associated with United States history. It addresses different writing styles and authors through study, discussion and written work. Grammar and vocabulary are components that are incorporated into most class activities. Emphasis will be on essay development, including a paper requiring research and documentation.

New Course Description: This course blends classic and contemporary works from a wide range of authors representing diverse backgrounds. Students will engage deeply with texts through differentiated instruction designed to meet varied learning needs, including scaffolded support in both reading comprehension and writing. Emphasis is placed on developing a strong foundation in Narrative, Informative, and Argumentative writing, with instruction tailored to help all students progress toward mastery. Through active participation, students will explore literature and nonfiction while building critical thinking and communication skills in a supportive environment.

Rationale: The previous description does not completely match the curriculum of English 10/Language Arts 10

- **Language Arts 11 - Course description change**

Current Course Description: This course is designed to assist students in strengthening and further defining their reading and writing skills. This course will provide students with reading and writing strategies that can assist them on the SAT. A major component of this course is a career exploration writing project with an oral presentation component. The course also focuses on the writing process, the study and analysis of literature, vocabulary development and grammatical application skills.

New Course Description: This course is specially designed for students who require additional support in developing their reading and writing skills while continuing their pursuit of a high school diploma. It aims to help students strengthen and further define these essential skills through targeted instruction and practice. The course provides reading and writing strategies that support academic success, including preparation for the SAT. Additional areas of focus include the writing process, the study and analysis of literature, vocabulary development, and the application of grammar skills.

Rationale: The current course description doesn't completely reflect what is covered in the course and who the course applies to.

- **Language Arts 12 - Course description change**

Current Course Description: This course is designed to teach reading and writing skills for students' secondary needs and beyond. Students will focus on units related to establishing creativity in writing, reading for enjoyment as an adult and informative research on post-secondary plans. The course will also focus on the writing process, grammar application, vocabulary development and the analysis of literature. Additionally, students will engage in the steps necessary to develop and execute their post-secondary plans.

New Course Description: This course is specially designed for students who require additional support in developing their reading and writing skills. It focuses on strengthening literacy for students' secondary needs and beyond. Students will engage in units that encourage creativity in writing, promote reading for enjoyment as an adult, and develop informative research related to post-secondary plans. The course also emphasizes the writing process, grammar application, vocabulary development, and literary analysis. Additionally, students will create and develop professional documents such as a résumé and cover letter, and complete the steps necessary to plan and prepare for their post-secondary goals.

Rationale: The current course description is not completely accurate to what the class is designed for and what is covered.

- **Update the Science Resource Course Names and/or Descriptions (Page 75 and 78):**
 - **Chemistry (Resource) - Course description change, change from year to semester.**

Current Course Description: Resource Chemistry is a course designed to help students who struggle with math reasoning and calculation within science. The mathematical relationships studied will require basic algebraic skills. Emphasis will be placed on the development of skills in observation, scientific inquiry and laboratory techniques. This course will cover the same requirements as Chemistry but at an adjusted pace with more hands-on learning.

New Course Description: One semester/.5 credit. This course will emphasize the chemistry portion of the Michigan Merit Curriculum physical science requirements. Chemistry is the study of matter, its structure, properties, and the changes it undergoes. Instruction utilizes differentiated methods to accommodate various learning styles, and technical concepts are broken down using explicit instruction. Abstract ideas are mastered through leveled problem sets with guided templates. This course includes hands-on laboratory activities, which include modeled procedures and visual organizers to support the three-dimensional learning of science (Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts) in the classroom."

Rationale: Outdated description. Name to match gen ed. Graduation requirement update from year to one semester.

- **Earth Science (Resource) - Course description change.**

Current Course Description: A course which teaches the student to identify factors and events which influence the environment and how it changes. Students also learn about astronomy, the formation of the earth's surface, and factors which influence weather.

New Course Description: This course will emphasize the Earth and space science portion of the Michigan Merit Curriculum science requirements. Earth and space science is the study of processes that operate on Earth and also address its place in the solar system and the galaxy. This course will explore Earth's systems, its place in the universe, and human activity on Earth, using three-dimensional learning of science (Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts) in the classroom. Earth Science in the resource room setting will be delivered through differentiated instruction designed to meet varied learning needs, including scaffolded support on daily work as well as formative and summative assessments.

Rationale: Outdated description.

- **Life Science (Resource) - Course name change to **Biology** and description change.**

Current Course Description: A course which teaches students about the world which surrounds them and how it affects everyday life. There is an in-depth study of the body cells, organs, systems and their interrelationships, basic food groups and nutrition, first aid and substance abuse.

New Course Description: This course will emphasize the life science portion of the Michigan Merit Curriculum science requirements. Biology is the study of life and living organisms. To ensure all students can access the material, instruction uses differentiated strategies and visual aids, while complex scientific concepts and texts are chunked into smaller, manageable sections. This course includes hands-on labs and activities, utilizing modeled, step-by-step procedures and small-group instruction to support the

three-dimensional learning of science (Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts) in the classroom.

Rationale: Outdated description. Named Biology to match gen ed.

- **Update the Social Studies Resource Course Names and/or Descriptions (Page 77 and 80):**
 - US History (Updated Name: American History) - Course name and description change

Current Course Description: A basic course that teaches United States history from the Progressive Era to present day events and social issues. Instructional areas of this course include the political and social history of the United States.

New Course Description: This course is a survey of the broad picture of American History from the Progressive Era to present events. US History in the resource room setting will be delivered through differentiated instruction designed to meet varied learning needs, including scaffolded support on daily work as well as formative and summative assessments.

Rationale: Outdated description. Name to match gen ed.

- World History (Updated Name: Global Studies) - Course name and description change

Current Course Description: This course will focus on the events of history and how it has affected the world as it is today. Emphasis will be placed on gaining an appreciation of historical events and their impact on global society.

New Course Description: This course is a survey of global events beginning with the Middle Ages to the world wars. Emphasis is placed on reading, writing, research, and presentation skills. Global Studies in the resource room setting will be delivered through differentiated instruction designed to meet varied learning needs, including scaffolded support on daily work as well as formative and summative assessments.

Rationale: Outdated description. Name to match gen ed.

Course Additions

Art (Pages 39-40)

- Art Exploration (1 Semester)

Course Description: Art Exploration is designed to provide meaningful, creative art experiences for students with diverse abilities and learning needs. This course emphasizes self-expression, skill development, and confidence building through a wide range of accessible art materials and techniques. Lessons are tailored to meet individual strengths, goals, and interests, ensuring that every student can fully participate and succeed. Students will explore drawing, painting, ceramics, printmaking, and mixed media projects, while building fine motor skills, sensory engagement, and creative problem-solving. Projects may be adapted with specialized tools, modified processes, or peer/teacher support as needed.

Prerequisite: Teacher Recommendation for Placement.

Rationale: This adaptive art course is designed to provide access to arts education for high school students with diverse learning needs and abilities. While the visual arts are a vital part of a well-rounded education, many students require instructional adaptations, specialized materials, or alternative methods of engagement to fully participate. This course ensures that all students can experience the creative and cognitive benefits of artmaking in a supportive and inclusive environment.

- Ceramics IV (1 Semester)

Course Description: "Ceramics IV is an advanced studio course designed for highly motivated students who have demonstrated mastery of fundamental and intermediate ceramics techniques and wish to pursue an independent, artist-driven body of work. This capstone-level course emphasizes personal expression, conceptual development, and professional studio practice. Students will design and execute self-directed projects that explore advanced hand-building, wheel-throwing, and surface design techniques. They will research contemporary ceramic artists, experiment with glaze formulation, and refine their craftsmanship through iterative studio practice. Students are expected to develop a cohesive portfolio that reflects their artistic voice and technical growth.

Prerequisite: Ceramics 3

Rationale: "The addition of Ceramics IV supports the continued growth and development of advanced visual arts students within the high school ceramics program. Over recent years, student interest in ceramics has remained consistently strong, with many students expressing a desire to further refine their skills and deepen their creative exploration beyond Ceramics III. Currently, students who complete the third-level course have limited opportunities to continue developing their artistic voice in a structured environment. Ceramics IV addresses this gap by offering an advanced, independent study-style course focused on mastery, experimentation, and personal expression.

Business (Pages 41-42)

- Insurance Career Exploration (1 Semester)

Course Description: This course will focus on insurance education and career preparation in the classroom. Through this exciting interactive program, a hands-on approach to help your students understand how to shop for insurance and establish marketable skills for those who choose the insurance industry as a career will be delivered.

Prerequisite: None

Rationale: The Insurance industry is losing roughly 65% of its workforce over the next 5 years. There is a strong push from the industry to expose high school students to Insurance as a viable career pathway.

Music (Pages 54-55)

- Music Exploration (1 Semester)

Course Description: This class provides a thorough exploration of music through multiple genres and mediums. Students will explore music making, music listening, critical reflection, instruments of the orchestra, a variety of musical styles, and playing skills. This hands on course offers opportunities for students to engage in music from past to present and build skills to enjoy music throughout the rest of their life.

Prerequisite: Teacher Recommendation for Placement.

Rationale: The course is only offered to students that are recommended for placement based on their diverse abilities and learning needs. This course ensures that all students can experience the creative and cognitive benefits of music in a supportive and inclusive environment.

Non-Departmental (Pages 72-74)

- Office Assistant (1 Semester)

Course Description: This course provides an opportunity for seniors that are credit deficient to earn a .5 credit. Students will stay after school for an 8th hour and work in the office.

Prerequisite: 12th grade, Credit deficient, Recommendation for Placement.

Rationale: This course provides an opportunity for seniors that are credit deficient to earn a .5 credit. This course has been an option for seniors that are short credits and should be listed in the curriculum guide.

Special Education (Pages 75-79)

- Essentials (added level to the comprehensive/life skills courses)
 - Language Arts Essentials (Year long)

Course Description: This course blends foundational reading, writing, speaking, and listening skills with real-world applications to support literacy across settings. Students engage with grade-appropriate texts adapted for accessibility and comprehension, while building vocabulary, grammar, and communication skills. This course is designed for students on a certificate of completion.

Prerequisite: IEPC Placement

Rationale: The old "comprehensive" courses/descriptions did not designate between the two levels of courses offered. Therefore, we have since made a distinction between the two levels by offering the Essentials and Life Skills classes (two different extended resource levels).

- Math Essentials (Year long)

Course Description: This course combines essential math standards with practical, real-life applications. Students work on number sense, basic operations, fractions, time, money, and measurement, using hands-on activities and visual supports. Lessons are structured to connect academic math concepts with everyday tasks such as budgeting, grocery shopping, following a schedule, and understanding time management. This course is designed for students on a certificate of completion.

Prerequisite: IEPC Placement

Rationale: The old "comprehensive" courses/descriptions did not designate between the two levels of courses offered. Therefore, we have since made a distinction between the two levels by offering the Essentials and Life Skills classes (two different extended resource levels).

- Science Essentials (1 Semester)

Course Description: This science course introduces students to fundamental life, earth, and physical science concepts in a concrete and engaging manner. Students participate in projects that relate directly to their lives, including topics like personal health, weather, nutrition, basic biology, and environmental awareness. This course is designed for students on a certificate of completion.

Prerequisite: IEPC Placement

Rationale: The old "comprehensive" courses/descriptions did not designate between the two levels of courses offered. Therefore, we have since made a distinction between the two levels by offering the Essentials and Life Skills classes (two different extended resource levels).

- Social Studies Essentials (1 Semester)

Course Description: This course integrates foundational social studies content with functional life skills to help students understand their world and their role in it. Topics include community roles, government basics, geography, and current events, taught through accessible materials and interactive activities. This course is designed for students on a certificate of completion.

Prerequisite: IEPC Placement

Rationale: The old "comprehensive" courses/descriptions did not designate between the two levels of courses offered. Therefore, we have since made a distinction between the two levels by offering the Essentials and Life Skills classes (two different extended resource levels).

- Pre-Vocational
 - Personal Finance (Resource) 1 Semester

Course Description: This class helps students understand the financial activities they will likely encounter in life after high school. This course incorporates differentiated and specialized instruction to meet the diverse learning needs, strengths, and goals of each student. Course topics include the purpose of credit, saving and investing (stocks, mutual funds, bonds, real estate), the time value of money, loans (car, mortgage), renting vs. owning, financing college, income taxes, identity theft, insurance, career exploration, and stock market portfolio simulation. Instruction is adapted to provide multiple access points for learners, using hands-on projects and real-world scenarios to make content meaningful and applicable.

Course credit may be applied to the fourth-year math requirement. SMA, VPA.

Prerequisite: Teacher Placement.

Rationale: Add as a resource class for graduation requirement and/or SMA, VPA.

- Personal Living (Resource) 1 Semester

Course Description: The step from high school into an adult living style is the focus of this course. It comprises the basic skills needed for independent living as an adult working person. Instruction is delivered using differentiated and specialized teaching strategies to support diverse learning needs and ensure accessibility for all students. Topics include establishing values and goals, finding a job or choosing a college, managing finances—including understanding a paycheck, taxes, everyday expenses, banking—and navigating the legal system. Real-world applications and functional skill-building are emphasized to prepare students for life beyond high school. Course credit may be applied to the fourth-year math requirement SMA.

Prerequisite: Teacher Placement.

Rationale: Add as a resource class for Personal Living and/or SMA.

- Science
 - Physics (Resource) 1 Semester

Course Description: This course will emphasize the physics portion of the Michigan Merit Curriculum physical science requirements. Abstract concepts are made concrete through hands-on demonstrations and visual supports, and complex problem-solving is managed through leveled assignments that provide scaffolding and explicit formulas. This course includes hands-on laboratory activities used to support the three-dimensional learning of science (Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts) in the classroom.

Prerequisite: None

Rationale: Graduation requirement - Class of 2028 & beyond are required to take a semester of Physics.

Hartland Legacy and Hartland Virtual Academy

LEGACY 



Curriculum Guide Changes
2026-27

Recommended Changes

The adoption of the Course Curriculum Guide is being implemented at the request of the state auditor to ensure full alignment with state expectations and educational standards. In addition, the updated curriculum guide reflects the current course offerings and instruction programs available with the school. The Legacy and HVA Curriculum Guide will mirror the Hartland High School Curriculum Guide, with the addition of these course additions that are specific to Legacy.

Course Adjustments

Language Arts

- Course Addition
 - LEADERSHIP AND PUBLICATION: This year-long elective will provide students with the opportunity to serve their school community by planning student events and documenting the school year in the yearbook. It is a hands-on, project-based experience in leadership, community engagement, and multimedia journalism. Students will apply organizational, communication, and management skills to develop, implement, and lead school-wide initiatives and events. Concurrently, they will capture the memories of the academic year by producing the official school yearbook.

Rationale: Students in the yearbook course perform many duties outside of creating the annual publication. They function as a student council helping with community service and outreach as well as school wide events and monthly organizers. This description better reflects the course

Social Studies

- Course Addition
 - MICHIGAN HISTORY: This course will explore the development of Michigan through commerce, industrialization and migration. Units of study include: geography and topography, folklore, local business, defining landmarks and cultural festivals, Michigan's golden age, land survey, automobile and roads. Students will participate in a wide range of activities including hands-on projects, writing and reports.

Rationale: To add to the options in the history seminar carousel, Michigan History provides a local and reliable option for our high school students.

Science

- Course Addition
 - BIOCHEMISTRY: This course provides an integrated study of the chemical and physical principles that govern living systems. Topics covered include atoms, chemical reactions, kinetics, acid/base chemistry, equilibrium, molecular structure and bonding, thermodynamics, conservation of mass and energy, forces and non-covalent molecular interactions, and the principles of diffusion and osmosis.

Rationale: Biochemistry combines the principles of both chemistry and biology to explain life. It applies chemical theory to living organisms, providing a more complete picture than when studied independently. It focuses on the chemical reactions and processes that occur within living organisms, such as metabolism, cellular function and energy production making the course less abstract and more applicable and relatable to students

- Course Addition
 - FORENSIC SCIENCE II: Furthers the concepts and processes established in Forensic Science I. The course continues the application of methodologies found in chemistry, biology, and physics to the law and criminal investigation. Topics developed include analysis of trace evidence, such as hair, fiber, and glass; fingerprints and impressions, questioned document analysis, ballistics and explosives, serology and DNA, toxicology, and death.

Rationale: Student in Forensics I requested more and new studies that build on their first semester. There are so many aspects to forensics that it is to meet the demand offering a deeper dive into the subject.



Operations Department

Matt Marino, Director of Operations

9525 Highland Rd

Howell, MI 48843

Phone: 810-626-2185

Email: mattmarino@hartlandschools.us

Date: November 10, 2025

To: Chuck Hughes

Cc: Rachel Bois

From: Matt Marino

Subject: Bus Replacement

This year, I would like to continue the district's established practice of scheduling regular replacements for our bus fleet. We are planning to retire six vehicles and request approval to purchase five new buses to maintain fleet reliability and efficiency.

Over the past several years, we have worked to extend the life cycle of our buses to approximately 10–11 years. Beyond that point, maintenance costs tend to rise significantly, while resale values remain favorable making this an optimal replacement window.

I am recommending the purchase of five buses through the Michigan School Business Officials (MSBO) Bus Purchasing Program, as outlined below and in the attached quote. Midwest Transit has submitted a bid for International CE Series 77-passenger buses, which aligns with our current fleet. Maintaining a consistent bus model helps ensure efficiency in parts inventory, maintenance, and driver familiarity.

I am requesting approval for this purchase at this time to allow sufficient lead time for bus production, with delivery expected before the end of the current school year. Funding for these five replacement buses is allocated through the bond. While we have reduced the overall fleet size in response to enrollment and route adjustments, we continue to maintain a limited number of spare buses to support athletic trips, field trips, and unexpected operational needs. This also ensures our mechanics have available vehicles to perform necessary repairs and maintenance without disrupting daily routes.

Midwest Transit
International CE Series

$\$161,493.85 \times 5 = \$807,469.25$

Bus Replacement Schedule

Goal: Replace buses every 9-10 years.

* A Handicapped bus purchased

Michigan Bus Purchasing
Price Comparison Report - Spec #24658
 Oct 30, 2025 2:53 PM

Buying Organization

Midwest Transit
 15580 US Highway 27 N
 Marshall MI 49068

Notes MRG Hartland 77P Qty:5 Pre-ordered Stock
 Product Category Conventional (2025-26 Phase 1)
 Product 77 Passenger
 Quantity 5

	Option	Option SKU	Buyer Comments	Hoekstra	Holland	Midwest Transit
Product Base Price				\$144,427.00	\$141,388.00	\$153,463.00

Chassis Options

Alternator						
240-amp, Leece-Neville		C123		\$140.00	S/E	\$159.00
Axle, Rear: minimum load						
21,000 lbs.		C152		S/E	N/A	S/E
Batteries						
3 12-volt, 950-CCA each		C163		S/E	S/E	\$256.00
Brake Dust Shield						
Brake dust shield on all wheels		C170		S/E	S/E	S/E
Brakes, ESC						
Electronic Stability Control for Air Brakes		C172		S/E	S/E	S/E
Brakes, Parking						
Bendix Intellipark Electronic parking brake (air only)		C179		\$422.00	N/A	S/E
Brakes, Traction Control						
For air brakes		C184		S/E	S/E	S/E
Engine						
Cummins ISB 250 hp w/PTS2500 trans		C203		\$1,384.00	\$2,740.00	\$407.00
Engine Hood						
Soft Close Hood Support		C230		S/E	N/A	S/E
Fan Drive						
Electromagnetic On/Off Type		C195		\$98.00	S/E	S/E
Fuel Tank						
Increase to 100-gallon diesel tank		C251		\$352.00	\$364.00	\$875.00

Full Instrumentation Package (Engine)

Low Coolant indicator with audible alarm	C260	S/E	S/E	S/E
Headlights				
Auto sensing headlights	C265	N/A	N/A	S/E
Heater Block, Receptacle				
Rear receptacle (replaces front block)	C275	\$58.00	\$150.00	\$188.00
Idle Management Control				
Programmable	C280	S/E	N/C	S/E
Motor, Starting				
Thermal overcrank protection	C290	S/E	S/E	S/E
Paint, Wheels				
Wheels finish coated black inside and out	C300	S/E	N/C	(\$49.00)
Pedals, Adjustable				
Adjustable brake and accelerator pedals	C310	\$917.00	\$912.00	\$550.00
Rust Proofing				
Rust proofing fuel tank anticorrosion spray coating	C315	\$478.00	\$192.00	\$316.00
Steering				
Telescoping steering wheel	C320	S/E	N/C	N/C
Switches, Ignition				
Keyed alike	C350	N/C	\$5.00	\$23.00
Tires				
11R22.5 Steer front; mud/snow rear, Perelli	C399	N/A	N/A	(\$1,446.00)
Warranty, Towing				
5 years/100,000 miles	C470	\$920.00	\$850.00	\$880.00
Wheels				
Iron hub	C480	S/E	S/E	S/E
Winter Warmup Equipment				
Winter front	C490	\$33.00	\$100.00	S/E

Body Options

Air Conditioning, In Dash				
For driver only	B110	\$1,361.00	N/A	S/E
All Light Monitor System				
Add all light monitor system	B160	S/E	S/E	S/E
Battery Cut Off Switch				
Add battery cut off switch	B190	S/E	S/E	S/E
Battery Slide Out Tray				
Stainless steel	B200	N/A	\$145.00	S/E
Booster Pump				
Add booster pump	B210	\$116.00	\$220.00	\$78.00
Bus Lock Up System				

Front only	B221	N/A	\$64.00	S/E
Color, Interior				
Walls white	B234	N/A	S/E	S/E
Door, Entrance, Dryer				
Ambient air dryer for air door	B270	N/A	N/A	\$52.00
Exit, Emergency Window				
Increase from 2 to 4	B290	S/E	\$25.00	S/E
Exit, Evacuation Step				
Step & handle at rear door	B310	\$245.00	S/E	\$105.00
Fenderettes				
Rubber fenderettes	B351	\$74.00	\$140.00	\$66.00
Floor Covering				
1 piece, gray	B373	N/A	\$780.00	(\$212.00)
Fuel Filter Door				
Latching	B392	S/E	S/E	S/E
Heater, Mid-body Rear				
80,000 BTU	B431	\$372.00	\$474.00	\$354.00
Heater, Shut-Off Valve				
Locate valve on engine block	B440	S/E	S/E	S/E
Light, Exterior				
Light check system	B460	S/E	S/E	S/E
Lights, Interior				
LED Interior Dome Lights	B465	S/E	\$441.00	S/E
Lights, Overhead Warning				
LED non strobe lights	B482	(\$64.00)	(\$15.00)	N/C
Mirror, Timer				
Timer for heated mirror	B525	S/E	S/E	S/E
Mirrors, Crossview				
MirrorLite High Definition, heated	B531	N/A	N/A	\$24.00
Mirrors, Crossview, Arms				
Stainless steel arms	B555	S/E	\$38.00	\$100.00
Mirrors, Rearview				
Rosco Open View, remote, heated, split view	B572	N/A	\$230.00	\$294.00
Mirrors, Rearview, Arms				
Stainless steel arms	B590	S/E	\$38.00	\$100.00
Noise Reduction System				
Perforated ceiling, full bus	B595	S/E	\$641.00	S/E
Paint, Roof				
White, polyurethane	B605	\$355.00	\$220.00	\$373.00
Power Source				

12-volt power source in driver's area	B615	S/E	S/E	S/E
Radio & Public Address System				
AM/FM radio, PA System inside & outside	B623	\$647.00	\$597.00	\$503.00
Rust Proofing				
All interior doors	B645	S/E	S/E	S/E
Rust Proofing, Stepwell				
Anti-corrosion spray coating, inside & outside	B647	\$244.00	\$348.00	S/E
Seat, Driver's Belt				
Driver's belt, blaze orange	B676	\$44.00	N/C	S/E
Seats, Fire Block				
Delete fire block	B703	(\$551.00)	(\$350.00)	(\$932.00)
Seats, Passenger, Replaceable Back				
For child restraint/3-point belts, 39" (per seat) (Qty: 26)	B707	N/A	N/C	S/E
Seats, Passenger: Color				
Blue/light blue	B712	N/C	N/C	N/C
Severe Service Package				
Must meet Colorado Racking Test	B740	S/E	S/E	S/E
Step Tread				
Pebble tread w/non-metal backing	B752	\$27.00	\$305.00	S/E
Stop Arm Signals				
Air LED lights, front only	B761	(\$276.00)	(\$384.00)	(\$419.00)
Storage Compartment Driver's Area				
Over drivers sash window	B781	S/E	\$125.00	\$269.00
Storage Pouch				
Mounted on barrier behind driver	B782	\$21.00	\$16.00	\$50.00
Window, Rear				
Laminated, 28% tinted	B871	N/A	N/A	N/C
Windows				
Laminated, 28% tinted	B876	N/A	N/A	N/C

Configured Price \$151,844.00 \$150,799.00 \$156,427.00

Dealer Options

2-way radios per MCA Quote# 880000581	\$1,051.00		
2-way radios per MCA Quote# 880000581		\$1,051.00	
2-way radios per MCA Quote# 880000581			\$1,051.00
Locate Block Heater shoreline inlet to passenger side rear of bus			\$0.00
Seon DH8 camera system with 4 interior cameras, dash camera, 2 stop arm camera and 5 spare hard drives Unity Quote ID# 4182060 includes installation and shipping	\$6,515.85		
Seon DH8 camera system with 4 interior cameras, dash camera, 2 stop arm camera and 5 spare hard drives Unity Quote ID# 4182060 includes installation and shipping		\$6,515.85	

Seon DH8 camera system with 4 interior cameras, dash camera, 2 stop arm camera and 5 spare hard drives Unity Quote ID# 4182060 includes installation and shipping			\$6,515.85
B871 Dark B871 Tint Laminated Rear windows - Comparable @\$61 ea	\$122.00		
B871 Dark B871 Tint Laminated Rear windows - Comparable @\$61 ea		\$122.00	
B876 Dark Tint Laminated Side windows - Comparable @\$43 ea		\$1,118.00	
B707 Replaceable back seats @ \$121 ea	\$3,146.00		
C265 Auto Sensing Headlights - Comparable	\$150.00		
C265 Auto Sensing Headlights - Comparable		\$150.00	
B110 Air Conditioning, In Dash For driver only		\$3,200.00	
Stock Discount			(\$2,500.00)
B372 1 Piece Floor - Comparable	\$704.00		
B876 Dark Tint Laminated Side windows - Comparable @\$43 ea	\$1,118.00		

	<u>Hoekstra</u>	<u>Holland</u>	<u>Midwest Transit</u>
Unit Price	\$164,650.85	\$162,955.85	\$161,493.85
Total Price	\$823,254.25	\$814,779.25	\$807,469.25
Grand Total	\$823,254.25	\$814,779.25	\$807,469.25

**Resolution A:
Opt-In and Waiver**

Hartland Consolidated Schools, Michigan (the “District”)

A regular meeting of the board of education of the District (the “Board”) was held in the Hartland Educational Support Service Center, boardroom, within the boundaries of the District, on the 17th day of November, 2025, at 6:30 o’clock in the p.m. (the “Meeting”)

The Meeting was called to order by _____, President.

Present: Members

Absent: Members

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

WHEREAS:

1. Public Act 15 of 2025 amends State School Aid Act Section 31aa, MCL 388.1631aa, to allocate funding for fiscal year 2025/2026 to support school safety and student mental health initiatives, as well as to provide certain competitive grant funding (“31aa Funding”); and

2. To receive 31aa Funding, the District must agree to receive the funding in the form and manner established by the Michigan Department of Education (“MDE”) and either formally opt in or seek a competitive grant; and

3. As a condition of receiving either type of 31aa Funding, the District must agree in advance that, in the event of a “mass casualty event,” as defined in MCL 388.1631aa: (1) the District will be subject to and comply with a comprehensive investigation following such an event, and (2) the District will waive any privilege that may otherwise protect related information from disclosure; and

4. The Board has been advised of and fully informed regarding the legal and practical implications of this waiver requirement, including that it may affect the confidentiality of communications otherwise protected by the attorney-client privilege or other applicable privileges related to a “mass casualty event”; and

5. The Board acknowledges the concerns and implications of the 31aa Funding waiver requirements and has determined that it is in the District’s best interest to make an informed election regarding whether to accept or decline the 31aa Funding; and

6. The Board desires to authorize and direct Chuck Hughes, Superintendent of Schools, or designee, to complete any documentation necessary to implement the Board’s election below.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The Board hereby resolves to opt in and accept Section 31aa Funding, subject to the conditions provided in MCL 388.1631aa. The Board acknowledges and affirms that it has been advised of the potential risks and consequences associated with waiving the attorney-client or other applicable privileges related to a “mass casualty event”. Subject to Paragraph 2 below, the Board affirmatively waives any privilege that may otherwise protect information from disclosure in the event of a “mass casualty event” and consents to be subject to and comply with a comprehensive investigation following such an event, as described in MCL 388.1631aa, but only to the minimal extent legally required to obtain such funding.

2. To the extent allowed by law, any waiver or consent authorized by Paragraph 1 above shall: (a) be limited in time to State fiscal year 2025/2026 or any shorter duration consistent with applicable law, and (b) not be effective unless or until a “mass casualty event” as described in MCL 388.1631aa occurs, and (c) apply only to information related to that “mass casualty event.”

3. This Board authorizes and directs **Chuck Hughes**, Superintendent of Schools, or designee, to notify MDE as necessary of the District’s election consistent with this resolution and to take any actions necessary to effectuate the Board’s decision, including the preparation and submission of any opt-in form required by MDE.

4. Nothing within this resolution, nor by the District’s participation in or acceptance of any funding under MCL 388.1631aa, shall be construed as a waiver or relinquishment of the Board’s or the District’s rights to question, dispute, or challenge the validity, legality, or enforceability of any condition, requirement, or limitation imposed by that section or related administrative guidance or the breadth and validity of the related waiver referenced in Paragraph 1 above.

5. In the event the MCL 388.1631aa requirement to waive privilege is modified or removed by the Legislature, or if a court of competent jurisdiction determines that such a requirement is unlawful, it is the Board’s intent that the waiver contained in this resolution will, without action by the Board, be immediately rescinded and no longer have any legal effect.

6. This resolution and waiver do not apply to any “mass casualty event” occurring before the date of this resolution.

7. The Board reserves the right to rescind or modify this resolution prior to a “mass casualty event” to conform to any subsequent change in law or interpretation by a court of competent jurisdiction or MDE.

8. 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 Hartland Consolidated Schools, Michigan, hereby certifies that the foregoing constitutes a true and complete copy of a resolution adopted by the Board at the Meeting, the original of which is part of the Board's minutes. The undersigned further certifies that notice of the Meeting was given to the public pursuant to the provisions of the "Open Meetings Act" (Act 267, Public Acts of Michigan, 1976, as amended).

Secretary, Board of Education

MDF/keh