

**HARTLAND CONSOLIDATED SCHOOLS
REGULAR MEETING - BOARD OF EDUCATION
January 12, 2009**

AGENDA

- I. Call to order, 7 p.m., Board Room, Hartland Educational Support Service Center
 - A. Pledge of Allegiance
 - B. Approval of agenda/items for discussion
 - C. Approval of minutes - December 15, 2008 regular meeting
 - D. Call to the public
 - E. Superintendent's Report
 - Happenings at Farms Intermediate School
 - F. Board reports & requests

- II. Discussion Items
 - A. 2009/2010 High School Curriculum Guide
 - B. Pilot Policy - Student Cell Phone Usage
 - C. Public Hearing - Reproductive Health Curriculum

- III. Information Items
 - A. Future meetings: January 26, 2009, special, 7 p.m., Board Room, Hartland Educational Support Service Center; February 9, 2009, regular, 7 p.m., Board Room, Hartland Educational Support Service Center
 - B. Information Items:

- IV. Adjournment

HARTLAND CONSOLIDATED SCHOOLS
REGULAR MEETING – BOARD OF EDUCATION
January 12, 2009

DETAILED AGENDA

I. CALL TO ORDER

I.A. PLEDGE OF ALLEGIANCE

I.B. APPROVAL OF AGENDA/ITEMS FOR DISCUSSION

(Recommended action): That the agenda for the January 12, 2009 regular meeting be approved, and that public participation be allowed on all items. Motion by _____, supported by _____.

I.C. APPROVAL OF MINUTES – DECEMBER 15, 2008 MEETING- SEE ATTACHED

(Recommended action): That the minutes of the December 15, 2008 regular meeting be approved. Motion by _____, supported by _____. _____

I.D. CALL TO THE PUBLIC

I.E. SUPERINTENDENT'S REPORT

- Happenings at Farms Intermediate School

I.F. BOARD REPORTS & REQUESTS

II.A. 2009/2010 HIGH SCHOOL CURRICULUM GUIDE

For discussion

II.B. PILOT POLICY – STUDENT CELL PHONE USAGE

For discussion

II.C. PUBLIC HEARING – REPRODUCTIVE HEALTH CURRICULUM

For discussion

III.A. FUTURE MEETINGS

January 26, 2009, special, 7 p.m., Board Room, Hartland Educational Support Service Center;
February 9, 2009, regular, 7 p.m., Board Room, Hartland Educational Support Service Center

III.B. INFORMATION ITEMS

IV. ADJOURNMENT

Hartland Consolidated Schools
Regular meeting - Board of Education
December 15, 2008

Members present: T. Dumond, C. Aberasturi, N. Kessel, C. Sinelli, E. Jankowski, K. Kaszyca, E. McPherson-Brown

Members absent: None

Admin. Present: J. Sifferman, S. VanEpps, L. Mayes, S. Bacon

Guests: D. Madden, M. White, K. McCabe, D. McCabe, S. Conway, C. Rex, E. Pappas, M. Villerot, C. Onstad, J. Brooks, D. Brooks, C. Button, S. Macket, M. Hurley, K. Denton, S. Goodan, T. Clayton, J. Ostranski, E. Hoemke, K. Stachelski, A. Sulkowski, E. White, C. McGrath, C. Rize, C. Aown, C. Hughes, D. Daavettila, J. Warner, S. Theis, R. Falcon, N. Sass, N. Cooper, J. Martin, T. Rogers, C. Nichols, C. Flanigan, A. Crittenden, C. Thomas, K. Leighton, E. Owocki, B. Purdy, A. LaForge, C. Keeling, B. McClorey, H. Kremhelmer, N. Pacitto, L. Firavich, D. Julio. A. Graham, H. Godrin, J. Webb, R. Ringer, J. Denzer

President Kaszyca called the meeting to order at 7:00 p.m. in the Board Room of the Hartland Educational Support Service Center. The Pledge of Allegiance was recited.

Motion by Aberasturi, supported by Dumond that the agenda for the December 15, 2008 regular meeting be approved, that policy be set aside allowing Item II.C. to be treated as an action item, and that public participation be allowed on all items. Motion carried 7-0. 12/15 AGENDA APPROVED

Motion by Dumond, supported by McPherson-Brown that the minutes of the November 24, 2008 special meeting be approved. Motion carried 7-0. 11/24 MINUTES APPROVED

There was no response to Call to the Public. CALL TO PUBLIC

Superintendent Sifferman introduced Doug Madden from Barton Malow who explained the change order summary included in the Board packet. He also handed out a revised summary that included Column F, which was included in the detailed summary and was reflected in the totals under Column H. Mr. Madden discussed the work that would be taking place during the summer of 2009 including a heavier duty elevator for the high school and district-wide work on HVAC units, including the HESSC. Ms. Sifferman noted that the Bond Update has been uploaded to the district's web site. Superintendent Sifferman wished everyone a very happy holiday season. SUPT. REPORT

Mr. Aberasturi wished everyone a Merry Christmas and Happy New Year. Ms. Kessel reminded the Board and public about the National Honor Society's annual Red Ribbon Campaign against teen drinking and noted that a substitute teacher had recently commented to her about the safe and friendly environment at Hartland High School. Mr. Dumond thanked both the high school and middle school bands for their participation in the recent Fantasy of Lights parade. BOARD REPORTS

Motion by Kessel, supported by Jankowski that the Board of Education, upon the recommendation of the Assistant Superintendent for Business & Operations, approves the financial report as of November 30, 2008, and the payment of invoices totaling \$2,219,773.02 and payroll obligations totaling \$2,119,155.79. Motion carried 7-0. PAYMENT OF INVOICES

Motion by Jankowski, supported by Kessel that the Board of Education, upon the recommendation of the Superintendent, adopts the revisions to the policy manual as presented and discussed. Motion carried 7-0.

MANUAL
REVISIONS

Motion by Aberasturi, supported by Sinelli that the Board of Education, upon the recommendation of the Superintendent, approves the proposed list of nominees to serve on the Hartland Senior Center Advisory Council from January 2009 through December 2011. Motion carried 7-0.

SC ADVISORY
COUNCIL

Motion by Jankowski, supported by Sinelli that the Board of Education, upon the recommendation of the Assistant Superintendent for Business & Operations, authorizes the administration to enter into a contract with Lakeshore Energy Services, LLC for the purchase and transportation of natural gas for the year 2010. The "trigger" price shall not exceed \$8.40 MMBtu with an approximate total purchase of 58,605 MMBtu. Motion carried 7-0.

GAS CONTRACT
2010

The meeting adjourned at 7:45 p.m.

ADJOURNMENT

Respectfully submitted,



Elsie McPherson-Brown
Secretary



Paula Waters
Recording Secretary

HARTLAND HIGH SCHOOL



**CHANGES FOR
COURSE OFFERINGS
&
CAREER GUIDE
FOR
2009-2010**

CHANGES TO COURSE OFFERINGS & CAREER GUIDE (TABLE OF CONTENTS)

General Information

1. **Math Department:**

A note will be added to the Math Department section that lets parents know which type of calculators are provided for classroom use in our math courses.

2. **Personal Curriculum:**

We would like to add a statement in our Career Guide and Course Offerings book which indicates that Personal Curriculums are available based on need and parent pursuit.

3. **On-line Learning Experience Plan of Action:**

The Career Guide and Course Offerings book will have a section added that outlines the options students have for obtaining their On-Line Learning Experience (OLE).

Course Information

1. **Programming I and II:**

We would like to combine Programming I and II into a single course called Visual Basic Applications taught through the Business Department.

2. **Health:**

We would like to change the course description to better reflect what is actually taught.

3. **Team Sports and Racquet Sports:**

It is recommended that the prerequisite of Physical Conditioning be dropped in favor of opening the course to all 10th, 11th, and 12th graders. This will allow students who have waived Physical Conditioning or who have transferred in to take the classes.

4. **Jewelry & Metals I:**

We wish to attach the prerequisite of Introduction to Art to this course. This will ensure that students have been introduced to the Elements of Art and Principles of Design as well as the fundamentals of working with metal prior to taking the course.

5. **Parent/Child Development I and Parent/Child Development II:**

The course names will be changed to Parenting I and Parenting II. This is being done because the State will only grant added cost dollars to Parenting courses and not Child Development courses.

6. **AP Psychology:**

Consistent with the recommendations coming out of the Rigorous Curriculum Steering Committee we would like to add AP Psychology to our Advanced Placement offerings.

7. **Drama I and II Course Title and Description Changes:**

In order to better meet the needs of our growing young thespians we would like to create a situation in which students will be more interested in the topics of study.

8. **Biology Course Description Change:**

This is being done to align the course description for Biology A and B with what is actually taught. We want students and parents to know what is taught in each semester. Please remember that all A and B courses are scheduled as separate courses. The course covers the Essential and Core Elements of the High School Content Expectations (HSCE's).

9. **Chemistry and College Prep Chemistry Description Change:**

This is being done to align the course descriptions for Chemistry and College Prep Chemistry with what is actually taught. Please remember that all A and B courses are scheduled as separate courses. The course covers the Essential and Core Elements of the High School Content Expectations (HSCE's).

10. **Physics and College Prep Physics Description Change:**

This is being done to align the course descriptions for Physics and College Prep Physics with what is actually taught. Please remember that all A and B courses are scheduled as separate courses. The course covers the Essential and Core Elements of the High School Content Expectations (HSCE's).

11. **GeoPhysical Course Description Change:**

This is being done to align the course description for GeoPhysical A and B. We want students and parents to know what is taught in each semester. This particular course is designed to cover the Essential Elements of the High School Content Expectations for Earth Science and Physical Science (waves and electricity). This allows us to teach fewer concepts at a quality level and is an introductory course to high school counting as a Michigan Merit Curriculum science elective. Please remember that all A and B courses are scheduled as separate courses.

12. **Anatomy and Physiology:**

This is being done to align the course descriptions for Anatomy and Physiology with what is actually taught.

General Information

1. Math Department (note about what calculator is used).

Rationale: While the Hartland Consolidated School District provides classroom sets of TI 83 and TI 84 calculators for student use during the school day there are some parents who wish to purchase a calculator for home use. The staff realizes that the Michigan School Code requires the district to provide calculators if they are to be used in the class and for a grade. By adding this statement we are informing our parents about what is used so that they do not waste money buying a calculator for home use that is not compatible with what is used in our courses.

Statement to Be Added: The Texas Instrument TI 83 or TI 84 calculator is used in all math classes at Hartland High School. Classroom sets are available for students to use during the school day. At times parents wish to purchase a calculator for their child to have at home. We provide this information for your convenience in the event that you wish to purchase one for your child.

2. Personal Curriculum:

Rationale: The personal curriculum option is designed to help students who have made an effort to meet the Michigan Merit Curriculum but are struggling or have a documented learning disability. Parents of these students may request a Personal Curriculum Committee be assembled to discuss the implementation of a Personal Curriculum in accordance with the Michigan Department of Education's Michigan Merit Curriculum, Personal Curriculum Guidelines.

Career Guide & Course Offerings Statement: The Personal Curriculum option is available to students who are eligible for special education services and have a current Individual Education Plan (IEP) or a general education student who has completed Algebra I and Geometry and has an Educational Development Plan (EDP) in place. The law allows certain modifications to the Michigan Merit Curriculum graduation requirements through the development of a Personal Curriculum. A Request for Personal Curriculum form may be obtained from the student's counselor at anytime in which the parent feels that the child meets the guidelines for requesting one.

3. On-Line Learning Experience (OLE) Plan:

Rationale: It is important that parents and students understand what their options are for completing the OLE component of the Michigan Merit Curriculum (MMC).

Course Offerings & Career Guide Statement: Students are required to earn an On-line Learning Experience (OLE) credit as part of the MMC graduation requirements. Students may accomplish this by doing any one of the following:

1. Take any course found in the Career Guide & Course Offerings book which indicates that it is approved as a course which meets the OLE requirement.
2. Take an on-line course through Michigan Virtual High School for the purpose of credit acceleration or remediation. All courses must have prior approval from a high school guidance counselor or administrator.
3. Become an Educational Development Plan "completer." This is done by engaging in the use of the software program called Career Cruising or a similar program and following the process through the senior year. Completion status is obtained by working with the Career Resource Specialist to complete all of the components within the career exploration software package, all independent assignments and by obtaining appropriate signatures. All pertinent work must be on file in the Career Center prior to the end of the first semester of a student's senior year.

Course Information

1. Programming I and II Course Name Change to Visual Basic Applications:

Rationale: The high school has not been able to offer Programming courses for the past two years due to the difficulty in finding a certified teacher. By changing the name of the course and modifying the course description, we are able to teach the content within the structure of our Business Department.

Course Description: This advanced computer course introduces the students to the powerful tools of object-oriented language utilizing Microsoft Visual Basic to solve a variety of business problems. Students will analyze various real-life situations and develop solutions. The introduction to video game development will be utilized to enhance the learning experience of problem solving to work in real-life situations. Microsoft Access database structures will also be integrated into various programs.

Prerequisites: Successful completion of Computers and Their Applications or Microsoft Office and Algebra I or its equivalent.

Rigorous Curriculum Credit for: On-line Learning Experience or Visual Performing Arts (one or the other, not both).

2. Health Course Description Change:

Rationale: We believe this description better reflects what we actually are teaching in the class. We do not actually do a unit on drugs and alcohol, consumer health, life cycles or the environment; we do put them into context in appropriate spots throughout the chapters covered in the book when we discuss their roles on what we are covering.

Course Description: This is a one semester course covering HIV/AIDS/STI instruction; personal health including physical, mental, and social health, violence prevention; healthy relationships and reproductive health. All parts of the curriculum include an emphasis on drug and alcohol's influence on good decision making, as well as how to be assertive and avoid peer pressure situations.

3. Change Prerequisite for Team and Racquet Sports:

Rationale: This will allow students who have received a waiver for PE or have transferred into HHS the opportunity to take a Physical Education class without having to take Physical Conditioning.

New Prerequisite: Any 10th, 11th or 12th grade student.

4. Change Prerequisite for Jewelry & Metals I:

Rationale: By requiring students to take the Introduction to Art class prior to enrolling in Jewelry & Metals I we are better able to ensure that they have been introduced to the Elements of Art and Principles of Design as well as the fundamentals of working with metal prior to taking the course.

Prerequisite: Students must have taken or tested out of the Introduction to Art course.

5. Change the Course Name for Parent/Child Development I and II:

Rationale: The State of Michigan will only be paying added cost funds to Parenting classes and not Child Development classes. It is recommended that if we meet the Parenting National Standards and we not have Child Development in our name. Since we feel that some standards are met first semester and some second semester, we will change the name by dropping Child Development so there is no confusion as to whether or not we meet the criteria for the added cost funds.

6. Add Advanced Placement (AP) Psychology:

Rationale: During the Rigorous Curriculum Steering Committee process it was recommended that we continue to add AP courses to our course offerings list.

Course Description: This full year course is designed to introduce students to the systematic and scientific study of human and animal behavior. Students will be exposed to the psychological facts, and principles, associated with each of the major subfields within psychology. They will also learn about the ethics and methods psychologists use in their science and practice. The course may qualify the student for college credit upon successful completion of the College Board's Advanced Placement test given in May at a cost to the student.

7. Change the Name of Drama I to Theatre Performance and Drama II to Theatre Special Topics:

Rationale: Theatre involves a wide variety of topics that can be integrated into the Drama program in order to better meet the needs of our students. By creating some flexibility in the curriculum, student's eager to learn more may be able to take the courses more than one time.

Theatre Performance Course Description: In this hands-on course, students will study and practice the basic tenets of theatrical performance. Students will engage in a wide-range of individual and group performances including, but not limited to: contemporary theater, musical performance, Shakespeare, improvisation, Theater of Absurd, Kabuki, and classical (Greek) theater. Acting experience is not required. Grades 9-12

Rigorous Curriculum Credit for: On-line Learning Experience or Visual Performing Arts (one or the other, not both).

Theatre Special Topics Course Description: In this hands-on, workshop-style course, students will study the art of both playwriting and directing. Students will write a variety of original works to be performed by the high school drama club. In addition, students will direct fellow classmates in a variety of genres of theatre including, but not limited to: comedic, tragic, dramatic, classical, and Shakespearean. Grades 9-12

Rigorous Curriculum Credit for: On-line Learning Experience or Visual Performing Arts (one or the other, not both).

8. Change Course Descriptions for Biology, Chemistry/College Prep Chemistry, Physics/College Prep Physics, GeoPhysical Science and Anatomy and Physiology:

Rationale: To ensure that students and parents know what is taught in each section.

Biology A: This course will cover concepts important to understanding the rapidly developing fields of molecular biology. Topics include: Organic chemistry, cell structure, cell transport and division, cellular energy, viruses and bacteria and human systems.

Biology B: This course will cover concepts important to understanding the rapidly developing fields of molecular, evolutionary and environmental biology. Topics include Medelian genetics, genetic technology, classification, evolution, ecology, and human systems.

Chemistry A and B: Chemistry A and B courses introduce basic chemistry concepts, with an emphasis on the development of skills in observation, laboratory techniques, and scientific inquiry. All Essential and Core Michigan Merit Curriculum chemistry requirements will be covered in these semester courses. A teacher recommendation is required.

College Prep Chemistry A and B: College Prep Chemistry A and B are designed for all college bound students. Matter and changes in matter will be studied. An emphasis will be placed on conceptual and mathematical relationships and laboratory work. These courses will cover all Essential and Core Michigan Merit Curriculum chemistry requirements.

Physics A and B: The emphasis of Physics A and B will be placed on explaining the natural phenomena by analyzing the world around the students using limited math. These courses will cover all Essential and Core Michigan Merit Curriculum physics requirement.

College Prep Physics A and B: In College Prep Physics A and B, classical physics 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 a modeling process to connect the abstract mathematics of physics with the concrete world. This course does not involve calculus.

Geophysical A: Our lives and civilization depend upon how we understand and manage our planet's resources, processes and environment. Geophysical A will integrate earth science and physics topics to help students gain a true understanding of our physical world. Topics covered will include: waves, the universe, earth location and motion, the earth-moon system, atmosphere, severe weather, climate, climate change and oceans.

Geophysical B: This course will use the same integrated approach to help students understand the physical environment as Geophysical A. Topics will include: resources and electricity, advanced rock cycle, plate tectonics, earth interior, changes in the crust, volcanology, seismology, hydrology, and earth history.

Anatomy and Physiology: Anatomy and physiology will study the different systems in the human body. The structures within the body and their functions are explored. An emphasis will be on understanding the connections that exist between the different systems and the conditions that result when these systems do not function correctly.

**Electronic Device/Cell Phone
PILOT POLICY
2nd Semester
2008-2009**

Cell phones, pagers, or other related electronic devices may only be used before school, after school, during passing time, and during a student's lunch period. These items may not be used at any point during instructional/class time. Electronic devices must be turned off **before** entering a classroom, and cannot be used until a student enters the hallway for passing time.

Any cell phone causing a disruption during instructional/class time will be confiscated and sent to the main office. Disruption can include phone ringing, beeping, vibrating, texting, etc.

Cameras, including cell phone cameras, shall not be used without specific prior consent from a building administrator. At no time may cameras be used in locker rooms and bathrooms. Laser pens and pointers are absolutely forbidden at all times.

CD/MP3 players may be used before and after school, during passing time, and during a student's lunch period. CD/MP3 players may be used, during instructional/class time, at the discretion of the classroom teacher.

Students violating this policy will have the items confiscated and may face progressive discipline. Discipline will be as follows:

- 1st offense -- Pick up at the end of the next school day or parent pick up, and a one hour after-school detention
- 2nd offense -- Pick up at the end of the next school day or parent pick up, and a two hour after-school detention
- 3rd offense -- 1 day ISS and parent pick-up

Confiscated items shall be claimed only by parents from the school office during regular office hours (7 AM through 4 PM).

Hartland High School
Rationale for Electronic Device/Cell Phone Pilot Policy
2008-2009

School districts across the nation are re-evaluating their electronic device policies in an effort to address the changing communication needs of the student population and their parents. We at Hartland High School began this process at the end of the 2007-2008 school year. As a staff, we discussed the following items:

- The effectiveness of the current policy that is in the Student Handbook
- Whether or not that policy was being adhered to by all the teaching staff
- Whether or not there another alternative that would benefit all parties at the school

As a result of those conversations, it was agreed that there was a distinction between cell phones and mp3 players. Teachers overwhelmingly stated that they would like control of mp3 use in their own classrooms, saying that in many cases, students focused better when given independent work to do. However, cell phones were viewed as a major distraction in the classroom, and shouldn't be used in school.

At the start of the 2008-2009 school year, we as an administrative team began researching the possibility of altering the use of cell phones in school. We spoke to many interest groups, including students (Junior class through Lunch Club), the parents (PAC meetings), and informal conversations with staff. We looked at area school districts to see what their policies were, and compared similarities and differences. Lawrence Pumford, Mike Joseph, and Alice Lashbrook also did a site visit to Grand Blanc High School, which is currently piloting a new electronic device policy for this semester. We drafted a policy that we then took to the staff on December 9th. In small groups, they dissected the policy and gave feedback to us.

We feel that in these times, piloting a study that allows students to use their electronic devices during appropriate times in the school day can benefit all involved. Students are given more freedom to use their devices, while preserving the sanctity of the classroom instruction time.