



# Honey Creek Community School Board of Trustees

Regular Meeting – Wed, August 21, 2024 – 5:30 PM – Room #144

Public Zoom Link: <https://zoom.us/j/94706719227>

School Policy and Principles: [Board Policy](#), [Belief Statements](#) and [Statement on Social Justice](#)

1. Call to Order & Roll Call
2. Changes or Additions to the Agenda
3. Public Comment
4. Board Correspondence
5. Presentation
  - a. Start of 2024-2025 School Year
6. Reports
  - a. President
  - b. Executive Director
  - c. Staff Liaison
  - d. Advisory Board
    - i. Equity
    - ii. Sex Education
  - e. Committee
    - i. Governance
    - ii. Finance
    - iii. Curriculum & Classroom Supports
7. Discussion
  - a. Board Appointment; Resignation of Trustee Jordan Greene, effective Sep 1, 2024
  - b. Compensation Policy - 1st Reading
8. Action Items
  - a. Course Catalog (2024-2025)
  - b. Hiring Recommendations
    - i. Gabriela Solis (Aftercare School Program / Summer Camp Coordinator)
9. Public Comment
10. Acknowledgements & Thank You's
11. Adjournment

This is not a public meeting; rather it is a meeting of the Honey Creek Board of Trustees held in public. Provision for public comment is available at the beginning and the end of the meeting. Public comment is limited to three minutes. Speakers must be recognized by the Board President and state their name and address for the official record. Complaints concerning school personnel or students cannot be discussed in an open meeting unless done in compliance with Public Act 267 of 1967. Such complaints should be forwarded to the Executive Director unless he/she is the subject of the complaint in which case it should be processed through the Board President. Upon request, we shall make all reasonable accommodations for a disabled person to attend this meeting.



# Honey Creek Community School Board of Trustees

Regular Meeting – Wed, July 17, 2024 –5:30 PM – Room #144

Public Zoom Link: <https://zoom.us/j/96422657430>

School Policy and Principles: [Board Policy](#), [Belief Statements](#) and [Statement on Social Justice](#)

1. Call to Order & Roll Call - 5:35pm Sherry (Non-voting), Dillon, Laura, Mouna, Daniel, Vincent. Jordan Absent.
2. Changes or Additions to the Agenda - None
3. Public Comment
  - a. William Meurer - See attached statement.
4. Board Correspondence
  - a. Email from Karen Bailey - See attached statement
5. Reports
  - a. President's Report - No official report. The results of the board election and memo of election were not sent from the Director's office to the WISD. Therefore Sherry was not sworn in at their last board meeting. She will be sworn in at their July 30th meeting. Dillon (VP) is conducting today's meeting.
  - b. Director's Report - Sue
    - i. Financial: Camp Scholarships
      1. Awarded: \$3,632 in FY '23-'24: \$1860 in 2023 and \$1772 in 2024. Awarded \$1238.80 so far in FY '24-'25
    - ii. Blackbaud up for renewal
      1. Contract dates 7/27/24-7/26/27 for \$6,626.36
      2. Confirming whether this has been placed with Rehmann and Power School. Waiting to here from Rehmann if they need data from it. Jess (IT), Al & Shelley (Former admin) have said we did not.
    - iii. School Status - Service date 8/31/2024- 8/30/2025 - bill for \$1500 - confirming with Jess (IT)
    - iv. Formal Foundation Presentation
      1. \$25K was given to the school from the foundation in 2024. A formal presentation is in the works.
    - v. Stipends
      1. Need job descriptions and deliverables for staff stipends
      2. Changes so that they cannot be earned by administration
      3. Must be approved by the Finance Committee & Board
    - vi. Kapnick - scheduling policy review meeting for next week
    - vii. State Reporting
      1. CEPI: We have received several emails regarding CEPI reporting irregularities. David Spitzley from WISD reassures that WISD receives these emails as well and they handle these reports for HC and we needn't worry.
      2. COVID: Michelle Grisham from WISD is our contact when we need to report a COVID case.
    - viii. Safety & Facilities
      1. New Turk was installed under the gazebo on the playground.
      2. A request was made to spray for any wasp or bee nests in the sand; no nests were found.
      3. We have begun using traffic slowing signs near the playground gate.

- ix. Other
  - 1. SCECHS - '23-'24 SCECHs have been submitted to MOECS. Staff have until July 29th to complete their evaluations to receive credit.
  - 2. '24-'25 Yearlong DPPD Plan has been submitted and approved with a start date of August 12, 2024.

c. Committee Reports

i. Finance - Laura

- 1. Thank you to Jess, Kamalika, and Sue for their assistance on payables and invoicing.
- 2. Working proactively to ensure that our financial processes will go smoothly, especially looking forward to actual expenses (now that the per pupil funding is out, and as hiring continues), and looking at our annual financial audit
- 3. Received a formal whistleblower complaint that we are investigating relating to credit card spending and the school's Amazon account - working with Rehmann - the accounting firm.

ii. Governance - Daniel

- 1. Our primary task right now is focusing on the Director Search.
- 2. We also received correspondence from Mark Weinberg from the National Charter Schools Institute regarding the Administrative Guidelines that have been incomplete for a year. His goal is to provide the incoming Director with a complete set of guidelines for school operations, which usually takes days to complete.

iii. Curriculum and Classroom Supports - Mouna

- 1. Meeting regularly - focus on special education
- 2. Exploring New teacher mentorship

6. Discussion Items

a. Staff Liaison(s) to the Board, 2024-2025 - Sherry

- i. We are pleased to welcome Olivia Fink (Social Worker) and Alexa Korpal (K/1 Classroom Teacher) to the role of staff liaison to the board for the 2024-2025 school year. This year's liaisons were elected following a nomination process open to all HC staff. We appreciate the work of the staff to establish a process and ensure transparency in who they select to be in this role. We look forward to increasing these lines of communication.
- ii. Both individuals are eligible for the stipend amount of \$1000 per the current compensation policy adopted Jun 26, 2024 .

b. Administrative Updates to School Calendar, 2024-2025 - Sherry

- i. Basic housekeeping, formatting corrections; no major changes to calendar.

c. Hiring Updates - Dillon

- i. We've had an unprecedented number of early elementary candidates apply. Tomorrow (Thursday) we're conducting another round of interviews with 4 applicants - bringing us to 9 or 10 all together. We've done some 2nd round interview - model lessons.
- ii. We are still looking for MS Math, PE, and Special Ed in addition to the early elementary positions - with one hiring recommendation below in action items.
- iii. We've been working on more robust and assertive recruitment options.
- iv. We have a broad based interview committee ranging from 4-12 people depending on availability. We've established an interim hiring process which includes:
  - 1. 1st interview resulting in no recommendation or a recommendation for a 2nd interview.
  - 2. 2nd interview - in the case of early elementary it involved teaching a model lesson to student volunteers (4-8 kids ranging in age and ability) - based on a math standard - followed by a reflection on their performance.

3. If the interview committee recommends we move forward in the hiring process we then complete a reference check, verify teaching certification, determine salary step, come to the board for approval, and then offer an employment contact.
7. Action Items
  - a. Hiring Recommendation - Laura motions to approve the hiring recommendation. Daniel seconds. All present in favor (Sherry not voting).
    - i. Ella Brooks - K-5 classroom teacher with placement to be determined.
8. Presentations - Switch from Board Zoom to WISD Zoom and moved from #144 to the cafeteria.
  - a. Director Search Updates and Facilitated Community Interviews - Naomi Norman and Cheri Vannatter (Superintendent and Deputy Superintendent, Washtenaw Intermediate School District)
    - i. Joe Griffith (Internal Candidate)
    - ii. Sue Hofbauer (Internal Candidate)
9. Acknowledgements & Thank You's
  - a. Dillon: Thank you to Naomi and Cherie with the WISD for all their work during this Director Search. We would not be able to do this without you.
  - b. Sherry: Thank you to our internal candidates Sue and Joe for their time and coming to answer questions with the Staff on Monday and tonight with the community.
  - c. Daniel: Thank you to the community who showed up here tonight in person and online so that we can get input and make these decisions together.
  - d. Vincent: Thank you to the staff for taking time in July during their break to be involved in this process and the staff hiring process.
  - e. Laura: Thank you to equity for their questions and for having a representative here tonight and all the work they do.
10. Public Comment
  - a. Will Meurer clarified his role as a volunteer on the SEAB which he omitted in his earlier statement.
11. Adjournment - 8:07PM.

This is not a public meeting; rather it is a meeting of the Honey Creek Board of Trustees held in public. Provision for public comment is available at the beginning and the end of the meeting. Public comment is limited to three minutes. Speakers must be recognized by the Board President and state their name and address for the official record. Complaints concerning school personnel or students cannot be discussed in an open meeting unless done in compliance with Public Act 267 of 1967. Such complaints should be forwarded to the Executive Director unless he/she is the subject of the complaint in which case it should be processed through the Board President. Upon request, we shall make all reasonable accommodations for a disabled person to attend this meeting.

Public Statement from Will Meurer:

I am Will Meurer, of Dexter, Michigan speaking today on behalf of myself and my wife Elizabeth. We are proud Honey Creek parents. Our journey with the school began a long time ago. Our friend was looking for an alternative to the Dexter school district and had heard about a presentation scheduled at Honey Creek. We attended the presentation in the cafeteria and watched Mr. Al Waters give a PowerPoint slide deck. We were impressed by the teachers, the project-based learning, and the small class sizes. The facilities needed updating. It was weird that the Huron Valley Beauty Academy was co-located in the building. The mission of inclusion with High Point was exciting for us.

Our first child entered the school in the fall of 2011, and our last child, barring any changes, should be graduating from eighth grade in June 2029. In other words, we will have had four kids in the school over 18 years. This fall, we are entering year 14. We have served the school as room parent, PTO officer, Tamarack overnight chaperone, medical advisor during COVID, moving crew, and cross country coach.\*

For various reasons, we became quite familiar with the administration of Honey Creek over the years. We did have a child with an IEP so we became familiar with that process. During the search for Al's replacement, we had many presentations from highly qualified candidates. This succession involved a professional search consultant. The process was impressive in depth and breadth. The statements from the candidates were very informative and helped shed light on ways the school could be improved.

I did not have as much time to become close with Kevin Kelly, our last Director. However, in all my interactions, I was extremely impressed by his professionalism, compassion, and attention to detail.

One of the reasons we are invested in Honey Creek and feel strongly about continuing at the school is the strong sense of community. Additionally, the mission focused on project-based and service learning resonates with us. I will say that all communities have their problems. While our experience has overall been good, I know that has not been the case for all kids and parents.

I am not a professional K-12 educator and will not presume to tell the board, the next administration, or the WISD how to do their jobs. I hope this process allows for excellent dialogue and humble listening from future leaders. Unfortunate limitations of public education in America exist. The great needs of our children sometimes exceed the resources available. The funding levels we as a society have chosen for education are not sufficient. This is a constraint on the board and administration of any public school. We do want an ethical, just, compassionate, and professional board and administration. I hope that these qualities will be in place and that the school will continue to improve. I am hopeful that Honey Creek will continue to be a place where I am proud to send my children.

\*During my live remarks I failed to mention service on the Sexuality Education Advisory Board.

Email Correspondence for Public Comment from Karen Bailey

Good morning - this email is for the MS math hiring committee. I recently learned that Debi Bailey is not being considered for the MS math position. I am very disappointed in this decision. Obviously, I am not privy to all of the information at your disposal but I wanted to share my perspective.

Two years ago, during the spring of 2022, the school was very short staffed, especially in terms of IAs. I took a time limited position as an IA two days each week. I spent a few weeks in K-1 classes and then spent the rest of the semester providing academic support with MS students. I was in Debi Bailey's sixth grade math class every week and was able to experience her teaching firsthand. She did a wonderful job of implementing the curriculum and was able to smoothly differentiate the curriculum in order to meet the needs of all students in the classroom. She was very familiar with the curriculum and spent time with all of the students as they moved through their lessons. She brought humor and structure to the classroom and created a successful learning environment.

This past year, she has worked with my daughter, who has a specific learning disability in math, as well as additional disabilities, and requires a lot of support. Debi was able to create very useful learning strategies and assisted her in her most challenging subject while forming a strong bond with her as a person.

Finally, my son is moving to middle school this fall and Holly will follow behind him the following year and I was hoping they would have the opportunity to be in Debi's class and receive the kind of instruction she provides.

I am asking the hiring committee to consider this a request to reconsider their decision and hire Debi Bailey to teach MS math.

Thank you,

Karen Bailey, LMSW, LCSW



# Honey Creek Community School Board of Trustees

Special Meeting – Wed, August 7, 2024 – 5:30 PM – Room #144

Public Zoom Link: <https://zoom.us/j/96422657430>

School Policy and Principles: [Board Policy](#), [Belief Statements](#) and [Statement on Social Justice](#)

1. Call to Order & Roll Call - 5:36pm - Sherry, Dillon, Vincent, Laura, Mouna, Daniel present. Jordan Absent. Olivia, Staff Liaison present
2. Changes or Additions to the Agenda - None
3. Public Comment - None
4. Board Correspondence - None
5. Discussion
  - a. Director Search: [Community Thought Exchange](#) and Hiring Philosophy - See Attached Statement
  - b. Pause for technical support - confusion on zoom link for special meeting vs. regular board meeting
6. Action Items
  - a. Hiring Recommendation - Dillon - move to approve the hiring recommendations, Vincent second - all present approved.
    - i. Alison Fenkse (K/1 Classroom Teacher)
    - ii. Haley Peska (Physical Education Teacher)
    - iii. Hiring update: Open positions remaining - MS math, Special Education. We are proactively reaching out to schools of education for access to their newsletters, social media, and bulletin boards to list our postings.
7. Discussion / Action
  - a. Director Interviews - Facilitated by Naomi Norman and Cheri Vannatter (Superintendent and Deputy Superintendent, Washtenaw Intermediate School District) -
    - i. Naomi: This process has included the full community Thought Exchange, candidate screenings and pre-interviews by WISD, Staff interviews with candidates and community interviews with candidates, thorough reference checks - all of the feedback from those elements have been compiled and shared entirely with the board.
    - ii. Joe Griffith (Internal Candidate)
      1. Presentation on Community & Building Trust
      2. Interview
    - iii. Sue Hofbauer (Internal Candidate)
      1. Presentation on Community & Building Trust
      2. Interview

This is not a public meeting; rather it is a meeting of the Honey Creek Board of Trustees held in public. Provision for public comment is available at the beginning and the end of the meeting. Public comment is limited to three minutes. Speakers must be recognized by the Board President and state their name and address for the official record. Complaints concerning school personnel or students cannot be discussed in an open meeting unless done in compliance with Public Act 267 of 1967. Such complaints should be forwarded to the Executive Director unless he/she is the subject of the complaint in which case it should be processed through the Board President. Upon request, we shall make all reasonable accommodations for a disabled person to attend this meeting.



# Honey Creek Community School Board of Trustees

Special Meeting – Wed, August 7, 2024 – 5:30 PM – Room #144

Public Zoom Link: <https://zoom.us/j/96422657430>

School Policy and Principles: [Board Policy](#), [Belief Statements](#) and [Statement on Social Justice](#)

- iv. Facilitation of board discussion by Naomi Norman. [Please note that in order for all trustees to be fully present participants in the facilitation minutes for this meeting are more operational than descriptive]
  1. Discussion of candidates common strengths
  2. Discussion of areas where trustees ratings differed
  3. Discussion of internal vs. external candidates
  4. Straw Poll - divided results
  5. Additional discussion
    - a. Input from Naomi on the strength of these candidates - “You are so so lucky to have these two quality candidates. This isn’t what most boards experience.”
    - b. Clarification on ICT Facilitation context for special education
    - c. Naomi and Cherie spoke to the support that WISD is provided for Special Education. Cherie has extensive experience in Special Education and is known throughout the state for her leadership in that area.
      - i. Audit and assessment of our structure and implementation, limited availability of contracted services
        1. WISD has a special education specialist for each district as well as one for PSAs (Nancy worked closely with our team at the end of the academic year).
      - ii. Implementation of regular checks and balances throughout the year
      - iii. Assistance in recruitment for positions
      - iv. Trainings/mentorship for incoming administrators
      - v. Cherie clarified that it is extremely rare to find administrators with experience or expertise in Special Education.
- v. Laura - Motion to hire Sue Hoffbauer as Executive Director and enter into the contract negotiation - Vincent seconds - Motion has passed Unanimously
  1. Sherry - Yes
  2. Dillon - Yes
  3. Vincent - Yes
  4. Laura - Yes
  5. Mouna - Yes
  6. Daniel - Yes

This is not a public meeting; rather it is a meeting of the Honey Creek Board of Trustees held in public. Provision for public comment is available at the beginning and the end of the meeting. Public comment is limited to three minutes. Speakers must be recognized by the Board President and state their name and address for the official record. Complaints concerning school personnel or students cannot be discussed in an open meeting unless done in compliance with Public Act 267 of 1967. Such complaints should be forwarded to the Executive Director unless he/she is the subject of the complaint in which case it should be processed through the Board President. Upon request, we shall make all reasonable accommodations for a disabled person to attend this meeting.





# Honey Creek Community School Board of Trustees

Special Meeting – Wed, August 7, 2024 – 5:30 PM – Room #144

Public Zoom Link: <https://zoom.us/j/96422657430>

School Policy and Principles: [Board Policy](#), [Belief Statements](#) and [Statement on Social Justice](#)

- vi. Daniel - Motion to move into contract negotiation to hire Joe Griffith as the Assistant Director.  
Laura - seconded - Motion has passed unanimously.
  1. Discussion: Executive team will take the lead in negotiating the division of responsibility between the two roles. Finance committee & Governance committees will work on the necessary policies and compensation policy for Assistant Director based on conversations with Rehmann Accounting and Budgeting Projections.
  2. Daniel - Yes
  3. Mouna - Yes
  4. Laura - Yes
  5. Vincent - Yes
  6. Dillon - Yes
  7. Sherry - Yes
8. Acknowledgements & Thank You's
  - a. Sherry: I want to acknowledge both Joe and Sue for both stepping up and putting themselves forward during this process. Thank you to staff and the community for investing their time and their feedback as individuals and collectively. Thank you to the trustees - the scope and depth of this process is not something that boards have to navigate regularly. I respect the different perspectives that all of you bring to this process and the time you've taken to reflect as well as specific hours you've spent filling this gap after Kevin's resignation.
  - b. Daniel: Thank you to Cherie and Naomi for guiding us through this, for being a partner that we can turn to.
  - c. Vincent: Second it all
  - d. Dillon: Third it all
  - e. Mouna: Thank each of you for all of your hard work for these last few months. For staying cohesive and staying on the ball and for hearing each other out. It's been a tough but refreshing experience. Thank you to the families of the candidates for their support while they've gone through this process.
9. Adjournment - 11:02pm

This is not a public meeting; rather it is a meeting of the Honey Creek Board of Trustees held in public. Provision for public comment is available at the beginning and the end of the meeting. Public comment is limited to three minutes. Speakers must be recognized by the Board President and state their name and address for the official record. Complaints concerning school personnel or students cannot be discussed in an open meeting unless done in compliance with Public Act 267 of 1967. Such complaints should be forwarded to the Executive Director unless he/she is the subject of the complaint in which case it should be processed through the Board President. Upon request, we shall make all reasonable accommodations for a disabled person to attend this meeting.



Honey Creek Community School Board of Trustees  
**HIRING PHILOSOPHY: DIRECTOR SEARCH 2024**

---

Before we start the formal interviews tonight for our internal candidates Sue and Joe, we want to thank them both for stepping forward during the director search process. It's important to remember that they are part of our community. In the decades they have been at Honey Creek, each of them have cared for our students in and out of the classroom. They have invested their time and energy outside of work to be active community members; planning and volunteering at events as well as encouraging others to do the same. They are parents of Honey Creek students. They love Honey Creek and we love them both. We are proud to have both at our school. Please thank them for all that they do, including putting themselves in the spotlight in this interview process.

We also want to clearly communicate what we are looking for in our next leadership team.

A few weeks ago we were told that the school board was not truthful to candidates about challenges we had at Honey Creek when we conducted the last director search in 2022. That wasn't my perspective but perception is real. For this search, we want to take the time to clearly define our challenges for the next director and the entire community to hear. Our challenges include:

- Equity and Discrimination
- Staff retention / turnover; young staff (we also recognize this can be an asset based on the energy and new ideas they bring with them)
- Non-compliance with Special Education and Academic Intervention
- Significant Learning loss
- Reduced school funding post-pandemic
- Culture of fear and surveillance within staff and students

That's a lot. But we need to equally recognize our very clear strengths and supports. Our staff, our students, our families, our relationship with WISD, DHH and High Point. Our community is our strength.

We've said that we will prioritize Honey Creek culture in the director search but we know that's something that needs to be defined, and cannot merely be a return to a pre-pandemic past that wasn't what it needed to be either. Our belief statements and statement of social justice are important and if you haven't reviewed them recently please find links to both on the board agenda.

To be very clear, we intend to emphasize our school beliefs to the next director consistently and assertively. That includes:

- Encourage and require parent involvement. That doesn't mean parents can do anything they want but it does mean that we expect our leadership to create and prioritize opportunities for parents to be involved supporting Honey Creek students at home and at school.
- Community is important! We expect that the leadership invests in community functions by attending school events and meetings of the PTO, Foundation and Board, including its committees such as the Equity Committee.

- Grow our relationships with High Point, DHH and WISD. It's in our charter but it needs to be deepened within our practices.
- Increase academic service learning by inviting opportunities into the school and supporting field trips outside of the school. Foster an environment of community service and hands-on learning.
- Expect equity in all aspects of school, in the classroom, on the playground, in the hallways, in the offices, at community events and in the boardroom. Find ways to cultivate equity before harm is done but also care for our students when it is.
- Foster a truly collaborative team environment.
- Listen to students. We want our leadership to create and maintain more opportunities for students at all grade levels to have input into decisions about our school
- Ensure that school is a safe place for everyone; physically and emotionally.
- Model honest and safe communication. Talk directly to others when questions or problems arise; Not talking about others. Using positive language about the school and the opportunities we have to improve. Communicate the good, the bad and the ugly. We are adults and need to model working through challenges and conflicts for our students.
- Recognize that Honey Creek is far from perfect but we strive to do better, and as a small community school, we can be nimble and implement the change we aspire for. Our leadership must not be defeatist but set a vision for continuous improvement. Our school motto is Never, never give up. That's what we expect from our leader.

To put those beliefs in action, we have restructured administration. We have reflected on our past. Over the last 3 years, we have had 3 different principals and 2 directors. We intend to realign the director to be closest to the students; classroom and programming as part of a collaborative leadership team. It is a truly shared leadership style where we expect our next leadership team to work with staff; not direct staff. To communicate with families; not avoid or dismiss.

For all of those reasons, we intentionally chose to open the search first with internal candidates. We have not started this process with a prescribed decision on who we will hire. We do feel that an internal candidate, someone who is part of our community and has been for many years, is most likely to understand and support Honey Creek culture, and recognize where that culture currently falls short of what we aspire it to be.

Our specific hiring priorities include selecting a candidate that can support the following:

1. Community Building and Strengthening
2. Healthy Workplace dynamics/communication
3. Equity - racial, religious, socioeconomic, neurodivergence
4. Overcoming learning loss for students
5. Mentorship and career development for staff

Thank you for being here tonight. We appreciate your honest and direct feedback while we make this decision, and have incorporated parent and staff input into our questions. We take our responsibility seriously and recognize the importance of our decision for the future of our school community. As we celebrate our 30th year of our Honey Creek charter, we look forward to renewing our commitment to the community. Where each of us truly want what is best for Honey Creek. That's why we are serving on the Board of Trustees. That's what we want from the next director. Thank you.



# Business Report

Account Balances as of July 30, 2024

Insurance Account:	\$4,060.53
General Account:	\$683,173.26
Endowment Savings Account:	\$16,069.92
AAACF Endowment Fund 2044 as of 7/1/2024:	\$81,724.69
AAACF Endowment Fund 1514 as of 7/1/2024:	\$8,228.31

End of Month July Payables:	\$0
End of Month July Payroll:	\$0

No payables or payroll recorded in July as all amounts were accrued back

# Honey Creek Community School

## Schedule of Revenues and Expenditures

Budget and Actual - General Fund

For the One Month Ending July 31, 2024

	Original Budget	Actual	Actual (over)/under Original Budget	Percent Actual of Original Budget	Upcoming August Expenditures
<b>Revenues</b>					
Local sources	\$ 308,000	\$ 141,976	\$ 166,024	46.10%	
State sources	3,100,789	-	3,100,789	0.00%	
Federal sources	65,000	-	65,000	0.00%	
Interdistrict revenue	200,000	-	200,000	0.00%	
<b>Total revenues</b>	<b>3,673,789</b>	<b>141,976</b>	<b>3,531,813</b>	<b>3.86%</b>	
<b>Expenditures</b>					
Instruction:					
Basic programs	1,677,733	1,041	1,676,692	0.06%	8,467
Added needs	514,720	309	514,411	0.06%	611
Total instruction	2,192,453	1,350	2,191,103	0.00%	9,078
Support services:					
Pupil	141,870	48	141,822	0.03%	2,301
Instructional support	99,287	42	99,245	0.04%	1,701
General administration	313,924	2,333	311,591	0.74%	-
School administration	272,172	97	272,075	0.04%	8,025
Business	132,000	23,860	108,140	18.08%	-
Operations and maintenance	279,500	-	279,500	0.00%	-
Central	26,740	-	26,740	0.00%	-
Total support services	1,265,493	26,380	1,239,113	2.08%	12,028
Community service	342,881	3,711	339,170	1.08%	76,126
<b>Total expenditures</b>	<b>3,800,827</b>	<b>31,441</b>	<b>3,769,386</b>	<b>0.83%</b>	<b>97,232</b>
<b>Revenues over (under) expenditures</b>	<b>\$ (127,038)</b>	<b>\$ 110,535</b>			

For internal use only. These financial statements have not been audited, and no assurance is provided.

**Honey Creek Community School  
Budget to Actual - General Fund - July  
Detailed Report**

<b>G/L Account</b>	<b>Type</b>	<b>Account Name</b>	<b>Original Budget</b>	<b>Actual</b>
11-0151-0000-000-0000-08241	R	Earnings on investments and dep	\$ 6,000	\$ 578
11-0181-1610-000-0000-08241	R	School Age Aftercare	70,000	79
11-0181-1615-000-0000-08241	R	School Age camp	170,000	141,119
11-0181-1630-000-0000-08241	R	Field Trips	1,000	-
11-0192-1921-000-0000-08241	R	MS Camp Income	25,000	-
11-0192-1928-000-0000-08241	R	SCRIP	8,000	-
11-0192-1930-000-0000-08241	R	Fundraising income	1,000	-
11-0192-1931-000-0000-08241	R	AACF Revenue	25,000	-
11-0199-0000-000-0000-08241	R	Miscellaneous Revenue	2,000	200
<b>Total Local Revenue</b>			<u>\$ 308,000</u>	<u>\$ 141,976</u>
11-0311-0000-000-3110-08241	R	State grant-in-aid	2,593,242	-
11-0312-0000-000-2070-08241	R	MPSEs Cost Offset	57,000	-
11-0312-0000-000-2494-08241	R	State Grants	10,392	-
11-0312-0000-000-3063-08241	R	At-Risk	45,000	-
11-0312-0000-000-3123-08241	R	Sp Ed -state	114,455	-
11-0312-0000-000-3125-08241	R	MPSEs UAAL	270,000	-
11-0312-0000-000-3162-08241	R	Benchmark assessments	3,200	-
11-0312-0000-000-3700-08241	R	Headlee Obligation for Data	7,500	-
<b>Total State Revenue</b>			<u>\$ 3,100,789</u>	<u>\$ -</u>
11-0415-0120-000-8015-08241	R	IDEA Special Ed	65,000	-
<b>Total Federal Revenue</b>			<u>\$ 65,000</u>	<u>\$ -</u>
11-0513-0000-000-2100-08241	R	Sp Ed - ISD	200,000	-
<b>Total Interdistrict Revenue</b>			<u>\$ 200,000</u>	<u>\$ -</u>
<b>Total Revenues</b>			<u>\$ 3,673,789</u>	<u>\$ 141,976</u>

**Honey Creek Community School  
Budget to Actual - General Fund - July  
Detailed Report**

G/L Account	Type	Account Name	Original Budget	Actual
11-1111-1240-000-0000-08241-0000	E	Elem -Teacher Salaries	\$ 650,916	\$ -
11-1111-1630-000-0000-08241-0000	E	Elem -Education Jobs	78,496	-
11-1111-1870-000-0000-08241-0000	E	Elem -Substitutes	34,924	-
11-1111-2120-000-0000-08241-0000	E	Elem - ST Disability	3,000	395
11-1111-2130-000-0000-08241-0000	E	Elem -Health	37,895	-
11-1111-2820-000-0000-08241-0000	E	Elem -Retirement	233,035	-
11-1111-2821-000-0000-08241-0000	E	Elem -UAAL Retirement	109,427	-
11-1111-2830-000-0000-08241-0000	E	Elem -Social Security	58,470	-
11-1111-3220-000-0000-08241-0000	E	Elem -Workshop & Conferences	5,100	178
11-1111-3600-000-0000-08241-0000	E	Elem -Print & Bind/lease	765	-
11-1111-4900-000-0000-08241-0000	E	Elem -Field Trips	1,020	-
11-1111-5100-000-0000-08241-0000	E	Elem -Teaching supplies	6,000	-
11-1111-5110-000-0000-08241-0000	E	Elem -Technology supplies	4,000	-
11-1111-5150-000-0000-08241-0000	E	Elem -Music supplies and instruments	510	-
11-1111-5151-000-0000-08241-0000	E	Elem -Art supplies	1,020	-
11-1111-5200-000-0000-08241-0000	E	Elem -Textbooks/curriculum materials	5,000	231
11-1111-5901-000-0000-08241-0000	E	Elem -Dues and fees	2,550	-
11-1111-6400-000-0000-08241-0000	E	Elem -Equipment and furniture	1,530	-
11-1112-1240-000-0000-08241-0000	E	MS -Teacher Salaries	213,530	-
11-1112-1922-000-0000-08241-0000	E	Educational Stipends	1,700	-
11-1112-2120-000-0000-08241-0000	E	MS - ST Disability	1,500	237
11-1112-2130-000-0000-08241-0000	E	MS -Health	28,678	-
11-1112-2820-000-0000-08241-0000	E	MS -Retirement	65,107	-
11-1112-2821-000-0000-08241-0000	E	MS -UAAL Retirement	30,814	-
11-1112-2830-000-0000-08241-0000	E	MS -Social security	16,465	-
11-1112-3220-000-0000-08241-0000	E	MS -Workshop & Conferences	2,500	-
11-1112-3450-000-0000-08241-0000	E	Library - software	1,020	-
11-1112-4900-000-0000-08241-0000	E	MS -Field trips	1,530	-
11-1112-4901-000-0000-08241-0000	E	MS -Camp Expense	5,100	-
11-1112-4901-001-0000-08241-0000	E	MS -Camp Scholarship	26,520	-
11-1112-4903-000-0000-08241-0000	E	MS -Eighth Grade Trip	5,100	-
11-1112-4905-000-0000-08241-0000	E	MS -Yearbook Expense	3,570	-
11-1112-5100-000-0000-08241-0000	E	MS -Teaching supplies	2,500	-
11-1112-5110-000-0000-08241-0000	E	MS -Technology supplies	3,000	-
11-1112-5150-000-0000-08241-0000	E	MS -Music supplies and instruments	550	-
11-1112-5151-000-0000-08241-0000	E	MS -Art supplies	750	-
11-1112-5200-000-0000-08241-0000	E	MS -Textbooks/curriculum materials	1,000	-
11-1112-5900-000-0000-08241-0000	E	MS -Other	525	-

**Honey Creek Community School  
Budget to Actual - General Fund - July  
Detailed Report**

G/L Account	Type	Account Name	Original Budget	Actual
11-1112-5901-000-0000-08241-0000	E	MS -Dues and fees	\$ 255	\$ -
11-1112-5990-000-0000-08241-0000	E	Miscellaneous Supplies and Matierals	100	-
11-1112-6400-000-0000-08241-0000	E	MS -Equipment and furniture	1,000	-
11-1119-1240-000-0000-08241-0000	E	Summer school instruction	20,477	-
11-1119-2820-000-0000-08241-0000	E	Summer school instruction	6,290	-
11-1119-2821-000-0000-08241-0000	E	Summer school instruction	2,929	-
11-1119-2830-000-0000-08241-0000	E	Summer school instruction	1,565	-
<b>Total Basic Programs</b>			<b>\$ 1,677,733</b>	<b>\$ 1,041</b>

G/L Account	Type	Account Name	Original Budget	Actual
11-1122-1240-000-0000-08241-0000	E	Teacher Salaries	\$ 60,780	\$ -
11-1122-1240-000-8015-08241-0000	E	Teacher Salaries	47,608	-
11-1122-1440-000-0000-08241-0000	E	Social Work	6,133	-
11-1122-1620-000-0000-08241-0000	E	Secretary-Clerical-Bookkeeper	12,799	-
11-1122-1630-000-0000-08241-0000	E	Educational Aides	111,038	-
11-1122-2120-000-0000-08241-0000	E	SE - ST Disability	1,000	(340)
11-1122-2130-000-0000-08241-0000	E	SE -Health	17,697	-
11-1122-2130-000-8015-08241-0000	E	Group Health and Accident	1,000	-
11-1122-2820-000-0000-08241-0000	E	SE -Retirement	56,985	-
11-1122-2820-000-8015-08241-0000	E	Contribution to Retirement Funds	14,359	-
11-1122-2821-000-0000-08241-0000	E	SE - UAAL Retirement	27,309	-
11-1122-2821-000-8015-08241-0000	E	UAAL - Contribution to Retirement Funds	6,816	-
11-1122-2830-000-0000-08241-0000	E	SE -Social Security	14,592	-
11-1122-2830-000-8015-08241-0000	E	Employer Social Security	3,642	-
11-1122-3190-000-0000-08241-0000	E	Other Professional and Technical Services	50,000	-
11-1122-3220-000-0000-08241-0000	E	Workshops and Conferences	3,500	649
11-1122-5100-000-0000-08241-0000	E	Teaching/Testing Supplies and Materials	3,000	-
11-1122-6400-000-0000-08241-0000	E	SE -Equipment and furniture	510	-
11-1125-1241-000-3063-08241-0000	E	Teaching	48,760	-
11-1125-2130-000-3063-08241-0000	E	Group Health and Accident	1,200	-
11-1125-2820-000-3063-08241-0000	E	Contribution to Retirement Funds	15,281	-
11-1125-2821-000-3063-08241-0000	E	UAAL - Contribution to Retirement Funds	6,981	-
11-1125-2830-000-3063-08241-0000	E	Employer Social Security	3,730	-
<b>Total Added Needs</b>			<b>\$ 514,720</b>	<b>\$ 309</b>

11-1215-3130-000-0000-08241-0000	E	Pupil Speech Services -IDEA	\$ 30,000	\$ -
11-1216-1440-000-0000-08241-0000	E	Social Work	61,493	-
11-1216-2120-000-0000-08241-0000	E	Social Work - ST Disability	500	48
11-1216-2130-000-0000-08241-0000	E	Social Work Health	1,061	-
11-1216-2820-000-0000-08241-0000	E	Social Work Retire	18,423	-
11-1216-2821-000-0000-08241-0000	E	Social Work UAAL	8,803	-
11-1216-2830-000-0000-08241-0000	E	SWS -Social Worker Salary	4,704	-
11-1216-3130-041-2494-08241-0000	E	Pupil Services	5,542	-
11-1219-1160-000-0000-08241-0000	E	Lunch room supervisor	7,341	-
11-1219-2130-000-0000-08241-0000	E	Other pupil services - Health	191	-
11-1219-2820-000-0000-08241-0000	E	Other pupil services -Retirement	2,199	-
11-1219-2821-000-0000-08241-0000	E	Other pupil services -UAAL Retirement	1,051	-
11-1219-2830-000-0000-08241-0000	E	Other pupil services -Social security	562	-
<b>Total Pupil Services</b>			<b>\$ 141,870</b>	<b>\$ 48</b>

11-1222-5100-000-0000-08241-0000	E	Library -Library supplies	\$ 1,530	\$ -
----------------------------------	---	---------------------------	----------	------



**Honey Creek Community School  
Budget to Actual - General Fund - July  
Detailed Report**

<b>G/L Account</b>	<b>Type</b>	<b>Account Name</b>	<b>Original Budget</b>	<b>Actual</b>
11-1222-5990-000-0000-08241-0000	E	Miscellaneous Supplies and Matierals	510	-
11-1225-1850-000-0000-08241-0000	E	CAI -TechnicalSpecialist	56,010	-
11-1225-2120-000-0000-08241-0000	E	CAI - ST Disability	700	42
11-1225-2130-000-0000-08241-0000	E	CAI -Health	11,861	-
11-1225-2820-000-0000-08241-0000	E	CAI -Retirement	16,372	-
11-1225-2821-000-0000-08241-0000	E	CAI -UAAL Retirement	8,019	-
11-1225-2830-000-0000-08241-0000	E	CAI -Social Security	4,285	-
<b>Total Instruction Support</b>			<b>\$ 99,287</b>	<b>\$ 42</b>

<b>G/L Account</b>	<b>Type</b>	<b>Account Name</b>	<b>Original Budget</b>	<b>Actual</b>
11-1231-3170-000-0000-08241-0000	E	Board of Ed -Attorney	\$ 2,000	\$ -
11-1231-3180-000-0000-08241-0000	E	Board of Ed -Audit	27,500	-
11-1231-3190-000-0000-08241-0000	E	Board of Ed -Other	3,000	-
11-1231-7400-000-0000-08241-0000	E	Board of Ed -Dues/membership	3,000	-
11-1232-1110-000-0000-08241-0000	E	Exec Admin -Admin salary	112,616	-
11-1232-2120-000-0000-08241-0000	E	Exec Admin - ST Disability	\$ 750	\$ 128
11-1232-2130-000-0000-08241-0000	E	Exec Admin -Health	3,732	-
11-1232-2820-000-0000-08241-0000	E	Exec Admin -Retirement	35,294	-
11-1232-2821-000-0000-08241-0000	E	Exec Admin -UAAL Retirement	16,122	-
11-1232-2830-000-0000-08241-0000	E	Exec Admin -Social Security	8,615	-
11-1232-3151-000-0000-08241-0000	E	Exec Admin -WISD indirect rate	83,000	-
11-1232-3220-000-0000-08241-0000	E	Exec Admin -Workshop and conferences	2,000	1,339
11-1232-3500-000-0000-08241-0000	E	Exec Admin -Advertising	500	-
11-1232-3510-000-0000-08241-0000	E	Exec Admin -Adver personnel	1,000	-
11-1232-3600-000-0000-08241-0000	E	Exec Admin -PrintBind/lease	9,000	792
11-1232-5910-000-0000-08241-0000	E	Exec Admin -Office supplies	1,530	-
11-1232-6400-000-0000-08241-0000	E	Exec Admin -Equip & Furnitur	2,000	-
11-1232-7400-000-0000-08241-0000	E	Exec Admin -Dues/memberships	1,500	74
11-1232-7900-000-0000-08241-0000	E	Exec Admin -Bank charges	765	-
<b>Total General Administration</b>			<b>\$ 313,924</b>	<b>\$ 2,333</b>

**Honey Creek Community School  
Budget to Actual - General Fund - July  
Detailed Report**

<b>G/L Account</b>	<b>Type</b>	<b>Account Name</b>	<b>Original Budget</b>	<b>Actual</b>
11-1241-1120-000-0000-08241-0000	E	Principal -AsstDirector	\$ 4,800	\$ -
11-1241-1150-000-0000-08241-0000	E	Principal	107,559	-
11-1241-2120-000-0000-08241-0000	E	Principal - ST Disability	700	68
11-1241-2130-000-0000-08241-0000	E	Principal -Health	3,589	-
11-1241-2820-000-0000-08241-0000	E	Principal -Retirement	33,709	-
11-1241-2821-000-0000-08241-0000	E	Principal -UAAL Retirement	15,398	-
11-1241-2830-000-0000-08241-0000	E	Principal -Social Security	8,595	-
11-1249-1620-000-0000-08241-0000	E	SupServices -AdmAsst	62,830	-
11-1249-2120-000-0000-08241-0000	E	SupServices - ST Disability	300	29
11-1249-2130-000-0000-08241-0000	E	SupServices -Health	1,402	-
11-1249-2820-000-0000-08241-0000	E	SupServices -Retirement	18,824	-
11-1249-2821-000-0000-08241-0000	E	SupServices -UAAL Retirement	8,996	-
11-1249-2830-000-0000-08241-0000	E	SupServices -Social Security	4,807	-
11-1249-3600-000-0000-08241-0000	E	SupServices -Printing & Bind	510	-
11-1249-4900-000-0000-08241-0000	E	SupServices - General	153	-
<b>Total School Administration</b>			<b>\$ 272,172</b>	<b>\$ 97</b>

<b>G/L Account</b>	<b>Type</b>	<b>Account Name</b>	<b>Original Budget</b>	<b>Actual</b>
11-1252-3181-000-0000-08241-0000	E	BusService -Payroll	\$ 105,000	\$ -
11-1252-7400-000-0000-08241-0000	E	Dues and Fees	3,000	-
11-1259-3910-000-0000-08241-0000	E	Other BusServices -Liability	13,000	11,930
11-1259-3990-000-0000-08241-0000	E	Other BusServices -Other Ins	11,000	11,930
<b>Total Business Services</b>			<b>\$ 132,000</b>	<b>\$ 23,860</b>

<b>G/L Account</b>	<b>Type</b>	<b>Account Name</b>	<b>Original Budget</b>	<b>Actual</b>
11-1261-4210-000-0000-08241-0000	E	Op & Main -Lease	\$ 279,000	\$ -
11-1261-7900-000-2494-08241-0000	E	Op & Main -Miscellaneous	500	-
<b>Total Operations and Maintenance</b>			<b>\$ 279,500</b>	<b>\$ -</b>

**Honey Creek Community School  
Budget to Actual - General Fund - July  
Detailed Report**

G/L Account	Type	Account Name	Original Budget	Actual
11-1283-2900-000-0000-08241-0000	E	StaffPersonnel -Physicals	\$ 165	\$ -
11-1283-2901-000-0000-08241-0000	E	StaffPersonnel -Fingerprints	6,225	-
11-1283-3120-000-2494-08241-0000	E	Professional Development	4,350	-
11-1283-3150-000-0000-08241-0000	E	Management Services	11,000	-
11-1283-3500-000-7012-08241-0000	E	Advertisement	1,000	-
11-1284-3450-000-0000-08241-0000	E	Technology - Blackbaud pkg (finance/students	4,000	-
<b>Total Central Services</b>			<b>\$ 26,740</b>	<b>\$ -</b>

G/L Account	Type	Account Name	Original Budget	Actual
11-1351-1160-000-0000-08241-0000	E	SAP -SA Supervisor	\$ 66,065	\$ -
11-1351-1660-000-0000-08241-0000	E	SAP - Security and Monitors - Lunch Superviso	125,561	-
11-1351-2130-000-0000-08241-0000	E	SAP -Health	1,721	-
11-1351-2820-000-0000-08241-0000	E	SAP -Retirement	57,411	-
11-1351-2821-000-0000-08241-0000	E	SAP - UAAL	27,433	-
11-1351-2830-000-0000-08241-0000	E	SAP -Social Security	14,659	-
11-1351-3220-000-0000-08241-0000	E	SAP -Workshops and Conference	1,020	-
11-1351-3301-000-0000-08241-0000	E	SAP -Field Trips	5,100	509
11-1351-3302-000-0000-08241-0000	E	SAP -Transportation	816	-
11-1351-3500-000-0000-08241-0000	E	SAP -Advertising	1,530	-
11-1351-3600-000-0000-08241-0000	E	SAP -Print & Bind/lease	1,020	-
11-1351-4210-000-0000-08241-0000	E	SAP -Lease of building	13,260	-
11-1351-5100-000-0000-08241-0000	E	SAP -School Age supplies	4,080	292
11-1351-5101-000-0000-08241-0000	E	SAP -Camp t-shirts	1,428	-
11-1351-5102-000-0000-08241-0000	E	SAP -Athletic Supplies	408	-
11-1351-5103-000-0000-08241-0000	E	SAP -Extended prog supplies	3,060	-
11-1351-5910-000-0000-08241-0000	E	SAP -Office Supplies	204	-
11-1351-6000-000-0000-08241-0000	E	SAP -After Care and camp sch	765	-
11-1351-6400-000-0000-08241-0000	E	SAP -Equipment	1,275	-
11-1351-6920-000-0000-08241-0000	E	SAP -SCRIP Expense	15,300	2,910
11-1351-7400-000-0000-08241-0000	E	SAP -Miscellaneous expenses (CIT)	765	-
<b>Total Community Services</b>			<b>\$ 342,881</b>	<b>\$ 3,711</b>

**Total Expenditures** **\$ 3,800,827** **\$ 31,441**

**Total Revenues over/(under) Expenditures** **\$ (127,038)** **\$ 110,535**



**To:** Board of Trustees

**From:** Laura Pasek  
Chair, Finance Committee

**Date:** August 17, 2024

**Re:** Recommendation to approve changes to consolidated compensation policy

**It is the unanimous recommendation of the finance committee to update the compensation policy with the following changes:**

- Commitment that the school will pay 80 percent of the total annual costs of the medical benefit plan and employees would pay the remaining 20 percent.
- Update the pay scale for Administration. Consolidate administration into a single pay scale for all director positions; remove the principal pay scale. Indicate executive director compensation will start at step 5 at a minimum. Extend pay scale to step 15 and include note that all administration at fiscal year (12 month) positions.
- Use HR-recommended terms for payroll including fiscal year (12 month) and school year (10 month) employment.
- Update the pay scale for After School Program / Summer Camp Coordinator. Extend pay scale to step 15. Adjust compensation at step 0 as \$50,595 to align with Instructional Staff compensation adjusted to the 12 month calendar.
- Clarify use of bonuses and/or stipends include:
  - Administration (Executive Director and Director positions) are not eligible for bonuses and stipends, except when specifically reviewed by the finance committee, recommended, and approved by the full board.
  - Only approved stipends listed in the compensation policy may be assigned to staff unless approved in advance by the finance committee.
- Remove stipend for Special Education Coordinator.
- Please see the attached draft Compensation Policy with incorporated edits.



Honey Creek Community School Academy  
**COMPENSATION POLICY**

---

This document is the acting compensation policy for Honey Creek Community School. The scope includes, but is not limited to, financial actions relating to hiring recommendations, salary schedule changes, guidelines for Paid Time Off, benefits, cost-of-living adjustments, stipends, and bonuses. Changes to this document shall be reviewed by the finance committee and approved by the **Board of Trustees** board.

Note: This policy does not constitute a contract with any individual or group of individuals.

### Table of Contents

- [Annual Review of Compensation Pay Scales and Rates](#)
- [Determining Compensation Type and Benefit Eligibility](#)
- [Stipends](#)
- [Pay Scales and Rates](#)
- [Paid Time Off](#)
- [Addendum 1 Pay Scale: Administration](#)
- [Addendum 2 Pay Scale: After School Program / Camp Coordinator](#)
- [Addendum 3 Pay Scale: Certified Instructional Staff](#)
- [Addendum 4 Pay Scale: Non-Certified Staff](#)
- [Addendum 5 Stipends](#)
- [Addendum 6 Health & Disability Benefits](#)

### Annual Review of Compensation Pay Scales and Rates

The finance committee will evaluate on an annual basis the fiscal health of the organization, and will use this information to evaluate any adjustments to compensation (step increases, cost of living adjustments, bonuses, and benefits changes). **All bonuses must be approved by the board. Unless specified prior to open enrollment, the school will pay 80 percent of the total annual costs of the medical benefit plan and employees would pay the remaining 20 percent.** Prior to implementation, **annual changes must be reflected in this document and** approved by the Board of Trustees.

### Determining compensation type and benefit eligibility

The Board of Directors will determine the appropriate initial salary for the Executive Director, taking into account prior experience. The ED will coordinate work schedules to ensure building coverage.

The ED determines all other employee categories required to determine the compensation. The ED determines what step the employee will be placed on while taking into account prior experience, relevant advanced degrees, and the administration's critical shortage list. Placement on the hourly rate schedule shall be determined by the ED based on experience and role. Start dates on or before December 1st will be honored as



Honey Creek Community School Academy  
**COMPENSATION POLICY**

one full year of employment.

A compensation statement shall be provided to new employees prior to the start of their employment, and maintained in the records of the organization. The statement will include job title, position type, compensation step or rate and applicable benefits.

<b>Certified</b> (full or part-time, salaried)	<ul style="list-style-type: none"> <li>● Administration (Executive Director, <del>Director-Principal</del>)</li> <li>● Instructional Staff (teachers)</li> </ul>
<b>Non-Certified</b> (salaried)	<ul style="list-style-type: none"> <li>● After School / Camp Program Coordinator</li> </ul>
<b>Non-Certified</b> (hourly)	<ul style="list-style-type: none"> <li>● Office Professionals</li> <li>● After School / Camp Staff</li> <li>● Instructional Aides</li> <li>● Substitutes (Daily and Long Term)</li> </ul>

Full-time staff (32 hours or more) are eligible for the following benefits: State of Michigan Public Retirement System, health and disability insurances and paid time off (PTO). Part-time staff are eligible for the following benefits: State of Michigan Public Retirement System, PTO.

**Stipends**

The ED may assign stipends from the approved list to staff as appropriate and as the fiscal health of the school allows. Administration is not eligible for stipends unless approved by the board. When assigned, the stipends will be included in the individual's compensation statement. Refer to Addendum 5 for a list of currently approved stipends.

**Pay Scales and Rates**

Title	Compensation Table
Executive Director / Director (Administration) <del>Principal</del>	<a href="#">Addendum 1</a>
After School Program / Camp Coordinator	<a href="#">Addendum 2</a>
Instructional Staff	<a href="#">Addendum 3</a>
Instructional Aides After School Program / Camp Staff Office Professionals	<a href="#">Addendum 4</a>



Honey Creek Community School Academy  
**COMPENSATION POLICY**

Substitute Teachers	
Stipends	<a href="#">Addendum 5</a>

**Paid Time Off (PTO)**

	Term	PTO*	Banking Days
<b>Certified</b> (salaried; full or part-time)	School Year <del>10</del> month	12 days	<ul style="list-style-type: none"> <li>• Unused PTO time remaining at the end of the school year (June 30) shall be carried over up to a total of twenty-four (24) banked days.</li> <li>• Accumulated PTO days will not be paid out at the end of a staff member's employment.</li> <li>• Part-time staff are eligible for PTO days based on percentage of full-time employment.</li> </ul>
	Fiscal Year <del>12</del> month	15 days	
<b>Non-Certified</b> (salaried)	Fiscal Year <del>12</del> month	15 days	
<b>Non-Certified</b> (hourly)	School Year <del>10</del> month	10 days	

\* per contract year beginning in September.

\* The Staff Handbook contains additional information about Paid Time Off guidelines.

\* PTO is prorated based on appointment percentage.



Honey Creek Community School Academy  
**COMPENSATION POLICY**

**Addendum 1 Pay Scale: Administration**

Step	Salary
0	\$94,081.55
1	\$96,001.58
2	\$97,960.80
3	\$99,960.00
4	\$102,000.00
5	\$104,040.00
6	\$106,120.80
7	\$108,243.42
8	\$110,407.86
9	\$112,616.16
10	\$114,868.32
11	\$117,165.36
12	\$119,509.32
13	\$121,899.18
14	\$124,338.00
15	\$126,824.76

\*Administration are 12-month, fiscal-year positions (230 days) and apply to all Director positions.

\*Executive Director compensation to be set at Step 5, at a minimum.

**Executive Director Salary Scale**

Step	Salary
0	\$102,000.00
1	\$104,040.00

2	\$106,120.80
3	\$108,243.42
4	\$110,407.86
5	\$112,616.16
6	\$114,868.32





Honey Creek Community School Academy  
**COMPENSATION POLICY**

7	\$117,165.36
8	\$119,509.32
9	\$121,899.18
10	\$124,338.00

~~\*This is a 12-month, fiscal-year position (230 days).~~

~~Director/Principal Salary Scale~~

~~ff~~

Step	Salary
0	\$91,800.00
1	\$93,636.00

2	\$95,508.72
3	\$97,419.18
4	\$99,367.38
5	\$101,354.34
6	\$103,382.10
7	\$105,449.64
8	\$107,559.00
9	\$109,711.20
10	\$111,904.20

~~ff~~

~~\*This is a 121-month, fiscal-year position (214 days).~~



Honey Creek Community School Academy  
**COMPENSATION POLICY**

---

**Addendum 2 Pay Scale: After School Program / Camp Coordinator**

Step	Salary
0	\$50,595 <del>\$56,100.00</del>
1	\$51,606 <del>\$57,222.00</del>
2	\$52,639 <del>\$58,366.44</del>
3	\$53,691 <del>\$59,533.77</del>
4	\$54,765 <del>\$60,724.45</del>
5	\$55,861 <del>\$61,938.93</del>
6	\$56,978 <del>\$63,177.71</del>
7	\$58,117 <del>\$64,441.26</del>
8	\$59,279 <del>\$65,730.10</del>
9	\$60,465 <del>\$67,044.69</del>
10	\$61,675 <del>\$68,385.58</del>
11	\$62,908
12	\$64,166
13	\$65,450
14	\$66,758
15	\$68,094

\*This is a 12-month, fiscal year position (230 days).



Honey Creek Community School Academy  
**COMPENSATION POLICY**

**Addendum 3 Pay Scale: Certified Instructional Staff**

Step	Salary		Step	Salary
0	\$40,800.00			
1	\$41,616.00		16	\$56,009.66
2	\$42,448.32		17	\$57,129.85
3	\$43,297.29		18	\$58,272.45
4	\$44,163.24		19	\$59,437.90
5	\$45,046.49		20	\$60,626.66
6	\$45,947.43		21	\$61,839.18
7	\$46,866.38		22	\$63,075.97
8	\$47,803.71		23	\$64,337.49
9	\$48,759.77		24	\$65,624.24
10	\$49,734.98		25	\$66,936.72
11	\$50,729.67		26	\$68,275.45
12	\$51,744.26		27	\$69,640.97
13	\$52,779.16		28	\$71,033.79
14	\$53,834.73		29	\$72,454.47
15	\$54,911.42		30	\$73,903.56

\* This is a 10-month school-year position (184 days).

- This applies to teachers, intervention specialists, social workers, and technology specialists
- Up to **five** years of prior teaching experience shall awarded as steps on the salary scale, as determined by the ED including consideration of the following:
  - Substitute teaching qualifies for the purpose of prior experience.
  - Early childhood education experience qualifies for the purpose of prior experience.
- Relevant master's degrees will count for 3 additional steps. (Additional master's degrees will not count for additional steps.)



Honey Creek Community School Academy  
**COMPENSATION POLICY**

---

**Addendum 4 Pay Scale: Non-Certified Hourly Staff**

<b>Instructional Aide</b>	<b>Hourly Rate</b>
1	\$17.09
2	\$18.11
3	\$18.62
4	\$19.13

<b>Office Professional I</b>	<b>Hourly Rate</b>
1	\$22.44
2	\$23.15
3	\$23.97
4	\$24.74

<b>Office Professional II</b>	<b>Hourly Rate</b>
1	\$24.48
2	\$25.25
3	\$26.01
4	\$26.78

<b>Substitute Teacher</b>	<b>Daily Rate</b>
Daily Substitute	\$130
Retiree Substitute	\$150
Long-Term Substitute**	\$222

\* These are school year positions.

\*\*Calculated as 1/184th of Step 0 on the pay scale for Certified Instructional Staff (Addendum 3).



Honey Creek Community School Academy  
**COMPENSATION POLICY**

**Addendum 5 Stipends**

<b>Detail</b>	<b>Qty</b>	<b>Stipend</b>
Band & Choir Director	1	\$1,500
Board Liaison	<del>2</del> 1	\$1,000
Lead Instructional Aides	2	\$2,000
Mentor Teacher	7	\$1,750
Overnight Camp Chaperone	22	\$100/night
Report Card Printing	1	\$1,200
<del>Special Education Coordinator</del>	<del>1</del>	<del>\$8,000</del>
Summer Kindergarten Orientation	3	\$100
Yearbook	1	\$1,200
Social Media Coordination	1	\$600



\*Administration (Executive Director and Director positions) are not eligible for stipends, except when specifically reviewed by the finance committee, recommended, and approved by the full board.

\*Only approved stipends listed above may be assigned to staff unless approved in advance by the finance committee.





Honey Creek Community School Academy  
**COMPENSATION POLICY**

---

**Addendum 6 Health & Disability Benefits**

Description	Eligibility
Medical	Full time staff
Dental	
Short Term Disability	
Long Term Disability	
Life Insurance	
Flexible Spending Account	
Health Savings Account	
Employee Assistance Program	



**To:** HCCS Board of Trustees

**From:** Sherrill MacKay  
President, HCCS Board of Trustees

Sue Hofbauer  
Executive Director *designee*

**Date:** August 19, 2024

**Re:** Approval of Course Catalog (2024-2025)

**It is recommended that the 2024-2025 course catalog is approved.**

An annual review of the course catalog is needed for compliance purposes and will be reported to the state.  
Changes to the 2024-2025 course catalog include:

- New courses have been added to reflect scheduling of WIN (What I Need) Time to all grade levels

# **\*\*DRAFT\*\* Honey Creek Community School**

**\*\*DRAFT\*\***

## 2024 Course Catalog

---

### **KINDERGARTEN**

Our curriculum is based on the Common Core State Standards, Next Generation Science Standards, and Michigan's Social Studies Standards. We use integrated, hands-on thematic units to meet learning standards in a way that is age-appropriate and engaging for young children.

In K-1, we begin our day with a morning meeting that is a chance to build community and practice math and language arts skills together. We feel strongly about protecting play in our program and students will have the opportunity for recess as well as free choice time in the classroom daily. Although we are not considered a play-based program, movement, drama, recess, and choice play are interspersed throughout the school day because we believe in the power of play and know that children actively learn through play.

Something not required by the state, but necessary to life is a focus on social skills. We spend a lot of time teaching children how to solve problems and express themselves in appropriate ways in order to nurture the whole child. Often, playtime is practice time for these skills.

Subjects are integrated whenever possible.

#### **Theme**

The two years of Kindergarten and 1<sup>st</sup> grade science and social studies standards are taught in thematic units over the course of the whole two-year K-1 experience. This loop is repeated every two years. The thematic units incorporate all of the social studies and science standards for kindergarten and first grade. In addition, we integrate poems, art, environmental education, social justice education, and academic service-learning into the thematic units, as well some of the math and language arts goals.

Math and literacy skills are also taught in separate blocks of time within our schedule. During these times children are learning specific skills and applying them in a variety of relevant ways. Additionally, math and language arts goals are incorporated into our daily routines such as morning meeting and calendar time and other teachable moments throughout the day.

#### **Language Arts**

We have literacy blocks scheduled each week. During a literacy block, children may be engaged in any one of several things including but not limited to phonics instruction and practice utilizing



the UFLI program, decodable text exploration and reading, phonemic awareness activities, reading, writing, letter formation practice (handwriting), conventions practice, and dictation. Some kindergarten foundational skills include: a first look at beginning letter sounds, beginning sight words, decoding skill development, and the ability to encode in CVC word patterns. Students are instructed in different purposes of writing including narrative, informative, and opinion writing and are taught to construct a story using pictures, dictation, and words as they're able and increasingly through the year. For handwriting, we focus on formation of the upper and lowercase letters of the alphabet; teachers employ different strategies such as practicing printing on dry erase boards, skywriting the letters, and exercises to strengthen finger muscles.

### **Math**

In kindergarten students learn math through formal hands-on math instruction, within thematic units as part of a year-long theme, during classroom routines in the morning and afternoon meetings, and during choice time through games and math-related activities.

Some of our math instruction involves allowing students to solve mathematical problems using manipulatives, pictures, and their own invented algorithms.

Other instruction includes reading, writing, counting, and ordering numbers to 30; adding and subtracting up to totals of 10 (with fluency to 5), recognizing and producing patterns, identifying shapes, composing and decomposing numbers, working with fact families, and categorizing and classifying objects by their attributes.

## **1ST GRADE**

### **Theme**

The two years of Kindergarten and 1<sup>st</sup> grade science and social studies standards are taught in thematic units over the course of the whole two-year K-1 experience. This loop is repeated every two years. The thematic units incorporate all of the social studies and science standards for kindergarten and first grade. In addition, we integrate poems, art, environmental education, social justice education, and academic service-learning into the thematic units, as well some of the math and language arts goals.

Math and literacy skills are also taught in separate blocks of time within our schedule. During these times children are learning specific skills and applying them in a variety of relevant ways. Additionally, math and language arts goals are incorporated into our daily routines such as morning meeting, calendar time, and other teachable moments throughout the day.

### **Language Arts**

We have literacy blocks scheduled each week. During a literacy block, children may be engaged in any one of several things including but not limited to phonics instruction and practice utilizing the UFLI program, decodable text exploration and reading, phonemic awareness activities, reading, writing, letter formation practice (handwriting), conventions practice, and dictation.

Continuing with UFLI instruction, first grade practice includes: more in depth work with short vowels, blending consonants together, digraphs, different long vowel sounds. Students are instructed in different purposes of writing including narrative, informative, and opinion writing. For handwriting, we focus on formation of the upper and lowercase letters of the alphabet; teachers employ different strategies such as practicing printing on dry erase boards, skywriting the letters, and exercises to strengthen finger muscles.

### **Math**

In first grade students learn math through formal hands-on math instruction, within thematic units as part of a year-long theme, during classroom routines in the morning and afternoon meetings, and during choice time through games and math-related activities.

Some of our math instruction involves allowing students to solve mathematical problems using manipulatives, pictures, and their own invented algorithms.

Other instruction includes reading, writing, counting, and ordering numbers to 120; adding and subtracting up to totals of 20 (with fluency to 10), recognizing and producing patterns, identifying and composing shapes, composing and decomposing numbers, working with fact families, telling time to the hour and half hour, place value concepts, order objects by their attributes, work with standard and non-standard units of measure, represent and interpret data, and begin fraction work.

## **2ND GRADE**

### **English Language Arts**

Within reading, students work on decoding with more fluency and moving into chapter books. They focus on the elements of story, main ideas and supporting details and the features of text in informational text.

Within “Word Work” students work on spelling, grammar and vocabulary.

Within “Writing” students work on various types: opinion, informative/explanatory, narrative etc. using the writing process, editing, revising and various tools to fine-tune their works.

Every other year, the students’ Animal Project Report showcases their learning and growth in reading and writing for information.

### **Math**

In Second Grade, we meet in Math “Neighborhoods” (groups). During those times we use the *Illustrative Math Curriculum*. Students learn by doing math through solving problems, developing conceptual understanding, and discussing and explaining their reasoning. “Noticing” (observation) and “Wondering” (questioning) are built into all of the routines.

Daily math is woven into each 2nd/3rd grade classroom in a variety of ways unique to each teacher. Daily math activity sheets, Math Centers, Math Games and Skill specific activities/lessons are some of the ways that math is experienced each day.

In Second Grade, the Common Core topics/“big ideas” that are focused on are: Number Operations in Base 10 (addition and subtraction with or without regrouping), Measurement, Data, Geometry, Operations and Algebraic Thinking.

## **Social Studies**

The study of people, places, and concepts...is interwoven throughout the curriculum at Honey Creek since fostering healthy and diverse communities is part of our charter's mission. In Second Grade we use Scholastic News, Discovery Education and other resources for big and little projects focused on important people, places and big ideas.

The Core Content standards that are covered during Second Grade are:

- Michigan History
- Michigan Geography
- Michigan Civics and Government
- Michigan Economics

## **Science**

Our Science discussions and activities center around being observant and curious of and about the world around us. The big ideas covered in Second Grade are:

- The interactions, energy and dynamics of ecosystems.
- Unity and diversity amongst plants and animals.
- Earth's place in the universe.
- Earth's systems: water and land.

## **3RD GRADE**

### **English Language Arts**

Within reading, students work on increasing their reading fluency and stamina; identifying and re-telling different elements of stories and text and exploring a variety of genres. More time is spent specifically on informational text during the third grade.

Within "Word Work" students work on spelling, grammar and vocabulary.

Within "Writing" students work on various types: opinion, informative/explanatory, narrative etc. using the writing process, editing, revising and various tools to fine-tune their works. The structure of paragraphs and lengthier written pieces are focused on.

Every other year, the students' Animal Project Report showcases their learning and growth in reading and writing for information.

### **Math**

In 3rd Grade, we meet in Math "Neighborhoods" (groups). During those times we use the *Illustrative Math Curriculum*. Students learn by doing math through solving problems, developing conceptual understanding, and discussing and explaining their reasoning. "Noticing" (observation) and "Wondering" (questioning) are built into all of the routines.

Daily math is woven into each 2nd/3rd grade classroom in a variety of ways unique to each teacher. Daily math activity sheets, Math Centers, Math Games and Skill specific activities/lessons are some of the ways that math is experienced each day.

In Third Grade, the Common Core topics/"big ideas" that are focused on are: Number Operations in Base 10 (multiplication and division), Measurement, Data, Geometry, Fractions, Operations and Algebraic Thinking and Word Problems.

### **Social Studies**

The study of people, places, and concepts is interwoven throughout the curriculum at Honey Creek since fostering healthy and diverse communities is part of our charter's mission. In Second Grade we use Scholastic News, Discovery Education and other resources for big and little projects focused on important people, places and big ideas.

The Core Content standards that are covered during Third Grade, in more depth and breadth than Second Grade, are:

- Michigan History
- Michigan Geography
- Michigan Civics and Government
- Michigan Economics

### **Science**

Our Science discussions and activities center around being observant and curious of and about the world around us. The big ideas covered in Third Grade are:

- The life cycles of different animals and flowering plants.
- Inheritance and variation of traits within heredity.
- Earth's place in the universe.
- Earth's systems: weather.
- Motion and Stability: forces and interactions.
- Engineering and design.

## **4TH GRADE**

### **Language Arts**

For reading, students are required to independently read at least 20 books during the year. This gives students the opportunity to choose books that they enjoy and feel comfortable reading. This provides valuable reading practice on the students' own terms. In class, students participate in class book studies. Books are chosen by the teacher, not just for their content, but also for their high level of interest to the students and diverse points of view. The books can be either fiction or nonfiction. During a novel study, students participate in whole class discussions, small group discussions, and written responses. Mini lessons and activities on story elements, plot structure, and character traits are given throughout the study. At the end of the study, students create a final project to demonstrate their understanding of the characters, plot, and the book as a whole.

During writing, students are exposed to various mentor texts based on the genre they are writing. These texts are analyzed and characteristics of that particular genre are discovered

and practiced before creating a rough draft. Students then follow the writing process by revising, editing, and publishing. Students also participate in mini-lessons and activities for a variety of writing strategies/techniques and literary devices. Once everyone has completed the writing process, we celebrate their work by having volunteers share their writing.

Word study creates opportunities for students to discover how words work, what their history is, and how they work together. Students learn how to figure out words they don't know by applying knowledge of syllables and reading generalizations. They study parts of words (morphology: root/base words, prefixes, suffixes) and how those parts go together to create complete words. Students also learn grammar, sentence structure, and paragraph structure. While non-fiction isn't technically considered "word study", we do use the opportunity in this class to practice non-fiction reading skills like identifying various text structures and features and finding explicit answers to different types of questions. Students are then able to practice writing complete sentences and highlighting text evidence.

### **Social Studies**

Students will read and communicate effectively interpreting basic text, graphs, maps, social science tables, and differentiate between primary and secondary sources. Use compelling and supporting questions to investigate social studies problems and use data to answer questions. Students learn how to state an issue as a question of public policy and discuss possible solutions from different perspectives. Learn to explain different strategies students and others could take to address problems and predict possible results. Students use democratic procedures to make decisions on civic issues in the school or classroom. Use historical inquiry questions to investigate the development of Michigan's major economic activities from statehood to present. Individually and collaboratively, students will engage in planned inquiries to investigate ways in which people have interacted with the environment of Michigan now and in the past, and consequences of those interactions. Identify and describe the characteristics and purposes of a variety of technological geographic tools. Understand how regions are created from common physical and human characteristics. Individually and collaboratively, students will engage in planned inquiries to investigate the structure and functions of the United States and Michigan's governments, and rights and responsibilities of citizenship. Use fundamental principles and concepts of economics to understand economic activity in a market economy.

### **Science**

#### Space Systems

- Support argument that Earth's gravity on an object is directed down, brightness of sun vs. stars is due to relative distance, graph patterns of light & shadows over days and seasons, our solar system

#### Earth's Systems

- The makeup of the Earth and the overarching processes that drive Earth's dynamic processes

#### Structure And Properties Of Matter

- Understand that matter is made of particles too small to be seen: provide evidence that supports the conservation of matter through heating, cooling and mixing substances

#### Energy

- The movement of matter among plants, animals, decomposers and environment

#### Engineering Design

- Define a simple design problem that includes criteria and constraints: generate and compare multiple possibilities based on meeting criteria and constraints

## 5TH GRADE

### Language Arts

Fifth grade language arts consists of three parts: reading, writing, and word study.

For reading, students are required to independently read at least 20 books during the year. This gives students the opportunity to choose books that they enjoy and feel comfortable reading. This provides valuable reading practice on the students' own terms. In class, students participate in class book studies. Books are chosen by the teacher, not just for their content, but also for their high level of interest to the students and diverse points of view. The books can be either fiction or nonfiction. During a novel study, students participate in whole class discussions, small group discussions, and written responses. Mini lessons and activities on story elements, plot structure, and character traits are given throughout the study. At the end of the study, students create a final project to demonstrate their understanding of the characters, plot, and the book as a whole. For non-fiction texts, students practice nonfiction reading skills like identifying text structures and finding explicit and answers to different types of questions. Students are then able to practice writing complete sentences and highlighting text evidence.

During writing, students are exposed to various mentor texts based on the genre they are writing. These texts are analyzed and characteristics of that particular genre are discovered and practiced before creating a rough draft. Students then follow the writing process by revising, editing, and publishing. Students also participate in mini-lessons and activities for a variety of writing strategies/techniques and literary devices. Elements of words study (parts of words, morphology, etc.) are also discussed and practiced. Once everyone has completed the writing process, we celebrate their work by having volunteers share their writing.

### Social Studies

Students will engage in planned inquiries to understand how early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples. They will also identify the causes and consequences of European exploration and colonization. They will describe the environmental, political, and cultural consequences of the interactions among European, African, and Indigenous Peoples in the late 15th century through the 17th century. Individually and collaboratively, students will engage in planned inquiries to understand how European values and institutions were transferred to and modified in the

colonies, and how slavery reshaped European and African life in the Americas. Students study the development of the slave system in the Americas and its impact. We identify the major political, economic, and ideological reasons for the American Revolution. Students identify challenges faced by the new nation under the Articles of Confederation, and analyze the development of the Constitution as a new plan for Governing.

### **Math**

Honey Creek implements the Illustrative Mathematics program which is based on core standards and research-based learning trajectories. Students learn by doing math through solving problems, developing conceptual understanding, and discussing and defending their reasoning. An emphasis is placed on helping students grow confidence, build community and make connections between concepts and procedures. The big ideas in grade 5 include:

- developing fluency with addition and subtraction of fractions
- developing understanding of multiplication and division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions)
- extending division to two-digit divisors
- developing understanding of operations with decimals to hundredths
- developing fluency with whole number and decimal operations
- developing understanding of volume.

### **Science**

#### Space Systems

- Support argument that Earth's gravity on an object is directed down, brightness of sun vs. stars is due to relative distance, graph patterns of light & shadows over days and seasons, our solar system

#### Earth's Systems

- The makeup of the Earth and the overarching processes that drive Earth's dynamic processes

#### Structure And Properties Of Matter

- Understand that matter is made of particles too small to be seen: provide evidence that supports the conservation of matter through heating, cooling and mixing substances

#### Energy

- The movement of matter among plants, animals, decomposers and environment

#### Engineering Design

- Define a simple design problem that includes criteria and constraints: generate and compare multiple possibilities based on meeting criteria and constraints

## **MIDDLE SCHOOL - GRADES 6, 7 & 8**

The middle school is an amazing and unique part of Honey Creek, providing students with a challenging yet creative approach to learning and being in community with one another. The middle school is divided into four main subject areas (Language Arts, Social Studies, Math, and

Science) with specials (Art, Technology, PE and Band I)| plus multiple enrichment classes in both academic topics, technology and the arts. Students are in multi-age classrooms, which gives ample opportunities for mentorship and growth. The curriculum, which is developed by our teachers, is integrated over all three years and follows a thematic and project-based approach. The three themes are *How Things Work*, *Homes and Habitats*, and *Journeys*.

As at a traditional public school, students begin each day with their base class. At Honey Creek, one Core Class is scheduled in a morning block with another following in the afternoon. Students rotate among subject areas. Specials, enrichments, project work, life skills, team building are all woven into the weekly schedule, as well.

### **Base**

During base class meetings, students work with each other and their instructor on projects of independent interest, building strong relationships through team building, building reading skills through media center time as well as building compassion and relationships through collaboration with our sister school, High Point. Honey Creek and High Point teachers work together to create learning opportunities that benefit both school's students and build strong compassion for and friendships with students who have learning or physical disabilities.

### **Life Skills**

Students choose from a wide variety of topics and skills that enrich their lives for these rotating classes. Visiting community members add to the authentic learning experience provided by certified staff.

### **Socio-Emotional Learning (SEL)**

Students take this course with their base classes, where students will participate in lessons and activities to promote both a deep understanding of themselves, and a strong and deep understanding of the people around them. Social justice, anti-racism, inclusion, diversity, compassion, and gratitude would be just a few of the many topics that will be explored through SEL classes.

### **Social Studies**

#### **Curriculum**

The Social Studies curriculum is based on the Michigan K-12 Standards and is broken into five strands: history, geography, civics, economics and inquiry. The State's middle school curriculum is broken down into three areas: World Geography, World History and Geography, and Integrated U.S. History from Revolution to Reconstruction.

#### **Pedagogy**



The Honey Creek approach is based on the belief that students learn best when topics are covered in depth. This increases the level of engagement and opens the door for a lively classroom experience. The deep engagement enables students to think conceptually and better prepares them to draw parallels from one geographic locale or historical era to other places and times.

### **Assessment**

A variety of assessment vehicles are used in Social Studies, which is important for several reasons: it aligns with Honey Creek's project-based approach, taps into the diverse skill sets of our students, and increases the students' level of engagement. Some of the assessments in recent years included creating simulations, writing historical fiction, participating in debates, taking tests or quizzes, writing persuasive essays, putting on mock trials, making infomercials, marketing and selling products, and putting on performances. Giving students choices is essential for most of these assessments. In many cases they can choose the area of focus and the way in which they demonstrate their understanding, which gives them ownership and allows for natural differentiation. Each major assessment is accompanied with a rubric and all rubrics are tied to the content standards. Expectations for each student, however, can and should vary. With sixth, seventh and eighth graders in each class, general expectations are outlined but every student is at a slightly different level. The true value of a multi-age, project-based middle school is that over the three years, teachers develop an understanding of each student's capabilities and can gently push them to create projects that are exciting and creative but also show the depth of their knowledge.

### **Course Topics**

- *Homes & Habitats*: Ancient China, Cambodia, Homelessness, Microeconomics
- *Journeys*: Ancient Civilizations & Empire (Mesopotamia, Indus Valley, Egypt, Greece and Rome), Mayans and Incas, Conquest of the Aztecs, Guatemala
- *How Things Work*: American History (Revolution to Reconstruction)

### **Social Studies Enrichment**

The Social Studies Enrichment course allows smaller groups of students to learn and create projects about special topics and current events within the social studies teacher's areas of expertise and the student's interest areas.

### **Mathematics**

#### **Curriculum**

Math is a skill based subject: understanding is built on prior knowledge and exploration. There are three levels of middle school math (Course 1, Course 2, Course 3), Algebra I, and Geometry. Common Core State Standards (CCSS) are the foundation for the middle school math program with modifications to meet the needs of multi-age classrooms. The middle school

math curriculum is based on Illustrative Mathematics, delivered through Math Nation. This curriculum follows CCSS and supports the implementation of Mathematical Practices: making sense of problems and perseverance in solving; reasoning abstractly and quantitatively; constructing viable arguments and critiquing the reasoning of others; modeling with mathematics; using appropriate tools strategically; attending to precision; looking for and making use of structure; and looking for and expressing regularity in repeated reasoning.

### **Pedagogy**

Honey Creek's overarching philosophy is to educate the whole child. When it comes to middle school mathematics, learning new skills and practicing them is important. Other cornerstones for successful growth include developing problem-solving skills, conceptual understanding of the material, and a growth mindset in a supportive classroom environment.

### **Assessment**

Two types of assessments are used: Formative and Summative. Formative assessment happens regularly and frequently. They are more informal and are used to "inform" a student's knowledge, growth, and level of understanding; inform current and future lessons, and differentiation. Classroom/group activities, discussions, "quick checks," and homework, among other methods, are used in formative assessment. Summative assessments are more formal and less frequent and are used to report on student achievement against Common Core Standards. Examples of summative assessments are end of unit tests, mid-unit tests, and occasionally unit projects.

### **Math Enrichment**

The Math enrichment course will allow small groups of students to delve more deeply into applications of mathematical concepts that will expand their understanding of problem solving, visual math, mental math, conjectures and reasoning, moving from pictorial to abstract thinking and mathematical argumentation.

### **English (ELA)**

#### **Curriculum**

The Honey Creek approach to Language Arts is to give students relevant and engaging experiences with texts – their own writing and texts written by others. Given the opportunity to choose engaging topics, students find the processes of reading and writing to be interesting, personal, meaningful, and powerful.

#### **Pedagogy**

Students participate in weekly writing on topics of their choice, in genres chosen by faculty and informed by the Michigan Common Core Standards. Class time is a balance between skill-based and craft-based mini-lessons, combined with the use of mentor texts to show

students “good writing” off of which they can model their own. Students also have time to pursue their own topics through reading and writing.

### **Assessment**

Students are assessed regularly on their reading comprehension by keeping reading journals throughout the school year, and by participating in group discussions on short stories and articles. Their writing is assessed not only through weekly correspondences, but also through the writing they do in genre studies. Students are assessed on their progress and improvement at regular intervals over the course of the three year period.

Course Focuses:

- Creative Writing
- Argumentative/ Informative Writing
- Poetry Reading/ Writing/ Analysis
- Literary Text Analysis
- Informational Writing Strategies
- Narrative Structure
- Grammar/ Vocabulary

### **English Enrichment (ELA Enrichment)**

This course allows smaller groups of students to take a deeper dive into areas of real world applications of special interest areas in English such as journalism, non-fiction writing, technical writing. Teacher expertise and interest, as well as student’s interest will drive the direction of the instruction.

### **Science**

The Honey Creek approach to Science is to give 6-8th grade students relevant and engaging hands-on experiences to learn about the natural world and the physical world through the studies of Physics, Chemistry, Biology topics. Students will be given choice and voice as they design their own projects to learn deeply about the area of science.

### **Pedagogy**

Students will participate in lessons, hands-on lab experiences and PBL developed by the faculty and informed by the Michigan State Science Standards.

### **Curriculum Focus**

- Structure and Properties of Matter

- Chemical Reactions
- Forces and Interactions
- Energy
- Waves and Electromagnetic Radiation
- Structure, Function and Information Processing
- Matter and Energy in Organisms and Ecosystems
- Independent Relationships in Ecosystems
- Growth, Development and Reproduction of Organisms
- Natural Selection and Adaptations
- Space Systems
- History of the Earth
- Earth's Systems
- Weather and Climate

### **Science Enrichment**

This course allows smaller groups of students to engage deeply with dynamic, real world experiences and studies of special Science topics and current events in Science, based on student interest and teacher expertise.

### **SPECIALS**

#### **Music**

##### **Music K-1**

In kindergarten and first grade music, we learn different elements of music that include, but are not limited to pitch, beat and rhythm, timbre, form, and expression. The students will be able to hear high, medium and low sounds, and show how melodies go up, down or stay the same. They can tell when there's a beat and when there's no beat, and they can move to and play a steady beat. Students can also sing, read and write mi, so, and la. They can also tell when there is one sound on a beat (quarter note), two sounds on a beat, (eighth note), and no sound on a beat (quarter note rest). K/1 students can identify and use different types of percussive instruments such as metals, woods, shakers and scrapers, and drums. We also show musical phrases with arm motions, tell if phrases are the same or different, and move to show the different sections of the music. With musical expression, we identify when the music is loud or quiet, fast or slow, and smooth or separated. We respond to music by coloring how music makes us feel and by dancing with scarves. We learn call and response songs. We also cover basic music theory.

##### **Music Theory:**

- Covers the fundamentals of music notation, rhythm, harmony, melody, scales, and basic composition techniques.

- Explores concepts such as chord progressions, key signatures, intervals, and musical forms.

**Creative Music Activities:**

- Opportunities for improvisation and creative expression through music games and activities.
- Introduction to simple composition techniques, such as creating melodies and rhythms.

**Multicultural Music:**

- Exploring music from different cultures and traditions around the world.
- Learning about diverse musical instruments, styles, and customs.
- Celebrating diversity through music and dance.

**Music 2-3**

In 2nd and 3rd grade music we expand on the elements of music learned in K-1. In addition to mi, so, and la students learn do and re (solfege and kodaly hand signs). Students can move to show beats in groups of 2, 3, and 4 and read rhythms with a tie, half notes, whole notes, half note rests, and whole note rests. Students can identify classroom instruments and body percussion. Students can name and identify woodwind, brass, percussion, and string families and instruments. Students can identify these forms of music: AB, ABA, rondo. Students can identify music expressions: *pp*, *p*, *mp*, *mf*, *f*, *ff*, *adagio*, *andante*, *moderato*, *allegro*, *presto*, *prestissimo*, *crescendo*, *decrescendo*, *staccato*, *legato*, and *accent*. We also cover basic music theory. We focus on music appreciation.

**Music Theory:**

- Covers the fundamentals of music notation, rhythm, harmony, melody, scales, and basic composition techniques.
- Explores concepts such as chord progressions, key signatures, intervals, and musical forms.

**Music Appreciation:**

- Introduces students to a variety of musical styles, genres, and traditions.
- Teaches critical listening skills and appreciation for different musical elements.
- Explores the cultural, emotional, and artistic significance of music.

**Creative Music Activities:**

- Opportunities for improvisation and creative expression through music games and activities.
- Introduction to simple composition techniques, such as creating melodies and rhythms.

**Multicultural Music:**

- Exploring music from different cultures and traditions around the world.
- Learning about diverse musical instruments, styles, and customs.
- Celebrating diversity through music and dance.

**Music 4-5**

In 4th and 5th grade music, we not only expand on what we learned in K-3, we also begin to learn the ukulele. We perform twice a year. Students also learn about different genres of music and we focus on music appreciation:

**Music Appreciation**

- Introduces students to a variety of musical styles, genres, and traditions.
- Teaches critical listening skills and appreciation for different musical elements.
- Explores the cultural, emotional, and artistic significance of music.

**Basic Music Performance:**

- Opportunities for group singing and ensemble participation.
- Introduction to basic conducting and rhythm-keeping.
- Participation in school concerts and performances.

**Creative Music Activities:**

- Opportunities for improvisation and creative expression through music games and activities.
- Introduction to simple composition techniques, such as creating melodies and rhythms.

**Singing and Vocal Techniques:**

- Developing basic vocal skills through singing exercises and simple songs.
- Learning to match pitch and sing in tune.
- Exploring different vocal timbres and dynamics.

**Band - 5th Grade**

The goal of a beginning band course is to provide a solid foundation in instrumental music education while fostering a love for music and lifelong learning.

**Instrument Selection and Introduction:**

- Guidance on selecting an appropriate instrument based on the student's physical characteristics, interests, and musical goals.
- Introduction to the basic mechanics and care of common band instruments such as flute, clarinet, saxophone, trumpet, trombone, and percussion.

**Fundamentals of Music Theory:**

- Introduction to musical notation, including note names, rhythms, time signatures, and basic dynamics.
- Understanding the layout of sheet music and how to interpret musical symbols and markings.

**Instrument Technique and Skills Development:**

- Instruction on proper playing techniques, embouchure (for wind instruments), posture, hand positions, and breathing.
- Practice exercises to develop tone production, articulation, intonation, and finger dexterity.

**Ensemble Playing and Rehearsal Techniques:**

- Learning to play in unison and harmony with other musicians.
- Rehearsing and performing simple band repertoire, including scales, exercises, and beginner-level arrangements.
- Developing listening skills and ensemble awareness.

**Music Performance:**

- Participation in school concerts, performances, and other public events.
- Opportunities to showcase individual and group progress through solo and ensemble performances.

**Music Appreciation and History:**

- Introduction to different styles and genres of band music, including classical, jazz, marches, and contemporary repertoire.
- Learning about the historical context and cultural significance of various pieces and composers.

**Musical Expression and Interpretation:**

- Exploring concepts of musical expression, dynamics, phrasing, and musicality.
- Encouraging creativity and individual interpretation within the context of ensemble playing.

**Practice and Self-Evaluation:**

- Establishing effective practice routines and habits.
- Setting and achieving personal musical goals.
- Learning to assess and evaluate one's own playing for improvement.

**Band - Middle School**

Band II is an elective course that students 6-8 may decide to take. This class meets the full year. Students continue to learn to master their instrument while continuing to practice playing together in both instrument type ensembles as well as the whole band. The full band meets twice a week, in addition to the woodwinds meet as an ensemble, the brass meet as an ensemble and percussion meets as an ensemble, for more direct instruction, once a week.

A middle school band offers students an opportunity to further develop their instrumental skills, music literacy, and ensemble performance abilities. The overarching goal remains to provide students with a comprehensive and enriching musical experience that fosters artistic expression, creativity, teamwork, and a lifelong appreciation for music.

**Music Theory and Literacy:**

- Expanded study of musical notation, including more complex rhythms, time signatures, key signatures, and musical vocabulary.
- Introduction to more advanced music theory concepts such as scales, intervals, chords, and basic harmony.
- Ear training exercises to improve pitch recognition and sight-reading skills.

**Ensemble Performance:**

- Rehearsals and performances as part of a concert band or wind ensemble.
- Interpretation of more challenging repertoire encompassing various musical styles, genres, and historical periods.
- Focus on ensemble balance, blend, intonation, and dynamics.

**Advanced Techniques and Skills Development:**

- Continued refinement of instrumental technique through scales, arpeggios, and etudes.
- Introduction to more complex rhythms, articulations, and musical phrasing.
- Individual and sectional rehearsals to address specific technical challenges and musical passages.

**Music History and Appreciation:**

- Exploration of significant composers, works, and stylistic developments in Western music history.
- Study of diverse musical traditions, cultures, and genres from around the world.
- Analysis of musical form, structure, and expressive elements in selected compositions.

**Solo and Ensemble Performance Opportunities:**

- Opportunities for students to small ensembles and large concert pieces.
- Development of stage presence, confidence, and musical independence.

**Leadership and Collaborative Skills:**

- Opportunities for student leadership roles within the ensemble, such as section leaders, mentors, or rehearsal assistants.
- Collaborative learning experiences through peer feedback, group discussions, and rehearsal discussions.

**Woodwind Ensemble (6-8 Middle School)**

This course is specific to Woodwind students, they will learn and rehearse within their specialty, to continue to improve their performance and learning specific to their Woodwind instruments.

**Percussion Ensemble (6-8 Middle School)**

This course is specific to Percussion students, they will learn and rehearse within their specialty to continue to improve their performance and learning specific to their Percussion instruments.

**Brass Ensemble (6-8 Middle School)**

This course is specific to Brass students, they will learn and rehearse within their specialty to continue to improve their performance and learning specific to their Brass instruments.

**Music Elective - (6-8 Middle School)**

Middle school choir offers students opportunities to develop their vocal skills, music literacy, and ensemble performance abilities within a choral setting. The overarching goal remains to provide students with a rich and meaningful musical experience that nurtures their artistic expression, fosters a sense of belonging and connection, and cultivates a lifelong love of singing and music.

**Vocal Technique and Training:**

- Instruction in proper vocal production, breath support, posture, and diction.
- Vocal exercises and warm-ups to develop range, flexibility, and tone quality.
- Individualized attention to address the unique needs and abilities of each student singer.

**Choral Repertoire and Performance:**



- Rehearsals and performances as part of a choir, vocal ensemble, or chorus.
- Interpretation of a diverse repertoire of choral music spanning various genres, styles, and languages.
- Focus on ensemble blend, balance, intonation, dynamics, and expression.

#### **Music Literacy and Sight-Singing:**

- Instruction in sight-singing and ear training to improve pitch accuracy, rhythm reading, and music reading skills.
- Introduction to solfege syllables, scale degrees, and basic music theory concepts.
- Practice with rhythmic exercises, melodic patterns, and sight-reading drills.

#### **Choral Techniques and Musicianship:**

- Development of choral techniques such as vowel shaping, consonant articulation, phrasing, and breath control.
- Emphasis on musical interpretation, expressive singing, and communication of text and emotion.
- Exploration of choral dynamics, musical nuances, and stylistic elements in performance.

#### **Music History and Appreciation:**

- Introduction to significant composers, choral works, and historical periods in Western and world music.
- Study of diverse musical traditions, cultures, and vocal styles from different regions and time periods.
- Analysis of choral repertoire in terms of form, structure, context, and performance practice.

#### **Solo and Ensemble Opportunities:**

- Opportunities for students to perform solos, duets, and small ensemble pieces within the choral setting.
- Participation in vocal workshops, masterclasses, and festivals to receive feedback and guidance from guest clinicians and musicians.

#### **Collaborative Learning and Peer Support:**

- Development of teamwork, listening skills, and musical sensitivity through ensemble rehearsals and performances.
- Peer mentoring, group problem-solving, and constructive feedback to support individual and collective growth.
- Building a supportive and inclusive choir community where every voice is valued and celebrated.

### **Music Enrichment (Middle School 6-8)**

Middle School students will be introduced to a broad range of topics in the field of music such as music appreciation, the history of music, vocal music, musical theater, based on the interest of students and the faculty member's expertise.

## **ART -**

### **K/1 Stem**

This course introduces young learners to the exciting world of art, focusing on the fundamental elements of art, famous artists, and the intersection of technology and culture.

Core topics:

- Explore basic use of materials
- Learn how to use tools and material safely
- Learn about elements of art
- Line
- Color
- Texture
- Space
- Form
- Value
- Shape
- Experiment with different technology

### **ART 2-3**

Welcome to "Exploring Creativity," a dynamic and engaging visual art course designed for second and third-grade students. This course introduces young learners to the exciting world of art, focusing on the fundamental elements of art, famous artists, and the intersection of technology and culture.

- Explore basic use of materials
- Learn how to use tools and material safely
- Learn about elements of art
- Line
- Color
- Texture
- Space
- Form
- Value
- Shape
- Experiment with different technology

### **Art 4-5**

Welcome to "Exploring Creativity," a dynamic and engaging visual art course designed for fourth and fifth-grade students. This course introduces young learners to the exciting world of art, focusing on the fundamental elements of art, famous artists, and the intersection of technology and culture.

- Explore use of materials in art
- Learn how to use tools and materials safely
- Learn about elements of art
- Line

- Color
- Texture
- Space
- Form
- Value
- Shape
- Experiment with different technology

### **Art 6-8 - Middle School**

Welcome to "Art Exploration," a dynamic and comprehensive art course designed for middle school students. This course delves into the fascinating world of art, encompassing the fundamental elements of art, career pathways in the arts, exploration of renowned artists, cultural influences in art, and the integration of technology within the artistic realm.

Core topics

- Proper use of art materials and using tools safely and responsibly
- Develop a successful visual vocabulary
- Identify, design, and solve creative problems
- Recognize the skills used in visual arts careers at a developing level

### **Art Enrichment**

This class is designed for small class instruction and projects on special topics within the Art teacher's expertise and student interests. This class introduces Middle School students to a broad range of topics in the field of Art.

### **Art Elective**

Art Elective gives students a deeper dive into real world applications of their art skills. Projects and areas of focus are faculty and student driven; for example digital art, poster art, silk screening and others, developed by faculty.

### **Technology**

#### **K/1 Stem**

##### **Course Description**

This course is designed to introduce kindergarten and first grade students to basic technology and steam technology skills through both computer based and hands -on based activities.

#### **Technology 2nd-3rd**

##### **Course Description**

This course introduces grades 2 and 3 students to fundamental technology skills, preparing them for a digital world. It starts with basic computer operations like keyboarding and using a

mouse, essential for all digital activities. Students will learn to navigate and utilize Google Suite products (Docs, Sheets, Slides) for creating and sharing work. A strong emphasis on Digital Citizenship and Internet Safety teaches them to navigate the online world responsibly and safely. Students will also dive into digital creation tools, exploring the realms of digital storytelling and art. This creative aspect not only enhances their technological fluency but also encourages personal expression through digital mediums. Introducing block-based coding, the course makes programming approachable and engaging, promoting critical thinking and problem-solving skills. This early coding experience is designed to spark interest in computer science, in line with Michigan's competencies for technological literacy and computational thinking.

#### **Core Topics Covered:**

- Keyboarding and mouse skills
- Google Suite (Docs, Sheets, Slides)
- Digital Citizenship and Internet Safety
- Digital storytelling and art tools
- Introductory block-based coding

#### **Technology - 4th-5th**

##### **Course Description**

This course, aligned with the Michigan Integrated Technology Competencies for Students, takes grades 4 and 5 students deeper into the world of technology. It builds on foundational skills, focusing on advanced keyboarding and mouse techniques, and more sophisticated projects using Google Suite. The curriculum emphasizes a thorough understanding of Digital Citizenship and Internet Safety, preparing students to navigate the online world wisely. Students will explore complex digital creation tools for storytelling and art, showcasing their creativity through multimedia projects. A significant component is block-based coding with Scratch, where students design their own apps and games, enhancing their computational thinking skills. The course introduces the engineering design process, guiding students through designing, testing, and improving their technological projects.

#### **Core Topics Covered:**

- Keyboarding/typing for speed and accuracy
- Google Suite projects
- Digital Citizenship and Internet Safety
- Digital storytelling and graphic design
- App and game development with Scratch
- Engineering design process

#### **Technology - 6th-8th**

##### **Course Description**

Over 3 years, the Middle School technology class focuses on deepening students' technology skills and digital literacy, aligned with the Michigan Integrated Technology Competencies for Students. It includes in-depth exploration of digital citizenship, focusing on topics like creator's rights, AI, cyberbullying, and digital footprints, equipping students with the knowledge to navigate the digital world responsibly and ethically. Students will enhance their abilities in using spreadsheets for data analysis and improve their online research techniques. In addition to these foundational skills, the curriculum delves into digital creation and the engineering design process. Students explore graphic design, digital storytelling, podcasting, and video editing, fostering their creativity and technical abilities in producing digital content. They engage with the engineering design process, including design thinking, building, and prototyping. Projects utilize Tinkercad for 3D modeling and 3D printing, allowing students to bring their innovative ideas to life.

### **Core Topics Covered:**

- Digital Citizenship
- Spreadsheets and data
- Online research
- Graphic design
- Engineering design
- Tinkercad and 3D printing
- Media Creation tools

### **Technology Elective**

#### **Course Description**

The Middle School Technology Elective is a semester-long course designed to offer students in grades 6-8 the opportunity to deeply explore a single topic within the field of technology. Tailored to spark interest and foster expertise, this elective allows students to immerse themselves in a specific technological discipline, ranging from programming and web development to robotics and 3D design. Each semester, the course shifts focus, presenting a new area of study to challenge students and expand their skill sets. Through hands-on projects, collaborative work, and individual research, students gain in-depth knowledge and practical experience in the semester's chosen topic. The curriculum is designed to not only build technical skills but also to develop problem-solving abilities, creativity, and an understanding of the real-world applications of technology.

#### **Course Topic Examples:**

- JavaScript programming
- Creative coding with p5.js
- HTML/CSS and web development
- Robotics
- 3D design and 3d printing
- Engineering design projects/ Design Thinking

## **Technology Enrichment**

This course is designed to offer small groups of students an introduction to a broad range of real world technology special topics, based on teacher expertise and student interest.

## **Physical Education and Swim**

### **Physical Education**

#### **Swim - K-1**

#### **Course Description**

Physical Education for Kindergarten and 1st Grade focuses on introducing fundamental movement skills and promoting physical activity in a fun and engaging manner. The curriculum includes various games and activities that enhance coordination, balance, and basic motor skills. Through simple exercises and cooperative play, students develop teamwork and social interaction skills. Additionally, basic introductions to sports such as soccer, tag, and relay races help foster an early interest in physical fitness and active lifestyles.

#### **Core Activities and topics:**

- Hygiene
- Hand eye coordination
- Balance
- Running
- Targeting
- Teamwork
- Basic swim techniques and water safety

### **Physical Education**

#### **Swim 2-3**

#### **Course Description**

Physical Education offers a dynamic blend of popular sports, swim, and dance to keep students engaged and active. Students develop essential physical skills, teamwork, and coordination through structured lessons and fun-filled activities. Our program fosters a love for movement and encourages students to explore their athletic abilities while promoting a healthy and active lifestyle. With a curriculum designed to cater to different interests and skill levels, every student finds their place to shine in our PE class.

#### **Core activities and topics:**

- Baseball

- Basketball
- Flag football
- Soccer
- Net sports
- Swim techniques
- Dance
- Sportsmanship

## **Physical Education**

### **Swim 4-5**

#### **Course Description**

The Grade 4-5 Physical Education and Swim Course is designed to provide students with a holistic approach to physical fitness, emphasizing the development of sport skills, swim techniques, and knowledge about health and nutrition. Through a combination of structured lessons, practical activities, and educational discussions, this course aims to empower students to lead active, healthy lifestyles while mastering essential swimming abilities.

#### **Core activities and topics:**

- Goal setting
- Water safety and swim technique
- Sport strategy
- Hygiene
- Team building
- Kickball
- Badminton

## **Physical Education**

#### **Course Description**

The Middle School Physical Education course is designed to promote the development of physical fitness, motor skills, teamwork, and healthy lifestyles among students in accordance with the Michigan Standards for Physical Education. Through a variety of activities, exercises, and games, students will engage in physical movement while also learning about the importance of regular exercise and proper nutrition for overall well-being.

#### **Core Topics and activities:**

- Flexibility exercises and stretching routines to improve range of motion and prevent injuries.
- Skill development in sports such as basketball, soccer, volleyball, tennis, and floor hockey.

- Recreational games and activities to promote teamwork, cooperation, and sportsmanship.
- Health-related discussions on topics such as nutrition, hydration, sleep, stress management, and substance abuse prevention.

## **Physical Education Elective**

### **Course Description**

This course is designed to provide students with a comprehensive understanding of physical education, inclusive practices, and specialized training in either adaptive physical education, boot camp fitness, or sport specialization.. The instructor will choose one of these tracks based on students' interests and needs. Students will be able to choose this semester-long course.

### **Unified Physical Education**

This track focuses on creating inclusive physical education environments for individuals with disabilities. Students will learn about various disabilities, adaptive equipment, and teaching strategies to ensure that physical education programs are accessible and beneficial for all students.

### **Core Topics and Activities:**

- Disability awareness and sensitivity training
- Promoting social inclusion and peer relationships
- Creating an inclusive environment
- Adapting activities to make games accessible to all students

### **Boot Camp Fitness**

This track emphasizes high-intensity interval training (HIIT), strength and conditioning exercises, and motivational techniques commonly used in boot camp-style fitness programs.

### **Core topics and activities:**

- Circuit training
- Functional fitness exercises
- Goal setting and progress tracking
- Leadership and communication skills for motivating participants
- Injury prevention and safety guidelines

### **Sport Specialization**

This track is tailored for students interested in a specific sport. It provides in-depth knowledge and practical skills related to a specific sport. The instructor will choose a particular sport to specialize in, such as basketball, soccer, tennis, or volleyball.

### **Core Topic and activities:**

- Sport-specific skills and techniques
- Tactical strategies



- Game analysis
- Physical conditioning
- Leadership
- Character Development

### **Physical Education Enrichment**

This course offers smaller groups of students an introduction to the real world application of physical education through special topics in the area of PE and Swimming, based on the expertise of the teacher and the interests of the students.



**To:** HCCS Board of Trustees

**From:** Sherrill MacKay  
President, HCCS Board of Trustees

Sue Hofbauer  
Executive Director *designee*

**Date:** August 19, 2024

**Re:** Approval of Facility Lease Agreement

**It is recommended that the attached facility lease agreement is approved. This agreement was initially presented by WISD to Honey Creek administration in 2022 without response.**

A summary of terms include:

- Contract term is from July 1, 2024 through June 30, 2029 with annual review of operational costs.
- This lease agreement reflects an increase in rent of ~\$40,000/year for the first year. The 2023-2024 lease payment was \$279,500.
- Rent is set at \$320,000 from July 1, 2024 - June 30, 2025. For subsequent years, the lease will be determined once the operational costs of the new facility are more predictable and use the WISD countywide rental formula as a basis, but for the period from July 1, 2025 to June 30, 2026 will be no more than \$350,000.
- Monthly payments of 1/10th of the annual rent will be made starting September 1, with each subsequent monthly payment due on the 1st day of the month through June.
- The Landlord will provide the new rental amount for the 2025-26 year as soon as is practicable, no later than the December 31st prior to the start of the lease year.
- The Landlord shall provide and pay for all utilities and operational service, including network equipment to provide access to internet services for educational purposes. Replacements and upgrades of technology hardware assets to service the network including access points, routers, switches, etc. will be shared equally between the Landlord and Tenant.
- Internet access is available to the Tenant for Educational use through participation in the Washtenaw Fiber Consortium.
- The Landlord shall provide Technology support services for currently installed equipment (Interactive displays, classroom sound systems, network cabling, phone system, door entry systems, camera systems).
- Any equipment connected to the building network will be subject to security requirements in order to support the assets and data of all building occupants. This will be at the cost of the Tenant (i.e. Endpoint Protection, applying security patches, maintaining systems for security – patching/replacing outdated systems).
- Please see attached draft lease agreement for more details.

## LEASE AGREEMENT

This lease is made effective as of the 1st day of July, 202~~42~~, by and between the **Washtenaw Intermediate School District**, located at 1819 South Wagner Road, Ann Arbor, Michigan, hereinafter designated as “Landlord” or “WISD”, and **Honey Creek Community School Corporation**, a public school academy, currently located at 1735 South Wagner Road, Ann Arbor, Michigan, hereinafter designated as the “Tenant” or “Honey Creek”.

**Whereas**, the Landlord is the owner who holds good title to the premises located at 1735 South Wagner Road, Township of Scio, County of Washtenaw, which hereinafter may be referred to as the “premises,” and is described as follows:

See Exhibit A,

**Whereas**, Honey Creek desired to maintain its symbiotic relationship and cooperative programming that has been developed over the years between the High Point School program and Honey Creek, and

**Whereas**, the parties hereto are desirous of entering into a lease of the Premises under certain terms and conditions as follows:

**Premises:** the Landlord does hereby lease unto the Tenant and the Tenant does hereby lease from the Landlord the above described premises located at 1735 South Wagner Road, the Township of Scio, State of Michigan. In addition, the Tenant shall have access to and use of common areas such as the hallways, gymnasiums, pool, playground, meeting rooms, cafetorium, media center, adjacent parking lots, adjacent grounds, etc. as agreed to and scheduled with the High Point Principal. Lease also includes the WISD-purchased furniture in the classrooms and technology installed.

**Term:** the term of the lease shall commence on the **1<sup>st</sup> day of July 202~~42~~**, and shall remain in effect as long as Tenant’s charter to operate a public school academy is authorized by the Landlord’s Board of Education, through the **30<sup>th</sup> day of June, 202~~97~~**, to be used and occupied for classroom space for students/customers of Tenant who are in attendance as students of the public school academy or other programs operated by the Tenant.

Should the Tenant find alternative space for its operations and wish to be released from the lease obligation prior to the **30<sup>th</sup> -day of June 202~~97~~**, the Tenant shall provide the Landlord a notice in writing of its request to be released at least one year prior to the Tenant’s proposed lease termination date. The Landlord will grant the Tenant’s request if it meets the notice requirement. If notice is not provided as stipulated above, the Landlord may assess liquidating damages to the Tenant, the maximum amount being any remaining rent scheduled to be paid through the remainder of the lease term.

Provided, in case any rent shall be due and unpaid for a period of forty-five (45) days or default be made in any of the covenants herein contained, then the Landlord may institute legal action and/or obtain a court order to evict the Tenant.

The Tenant hereby hires said premises for the term mentioned above and agrees to comply with the following:

1. To pay the Landlord rent of \$3~~250~~,000 for the period from July 1, 202~~42~~, to June 30, 202~~53~~. This rate was determined based on an estimate using the WISD Countywide Rental Formula~~-the~~

~~previous rental rate for the Tenant's space at High Point School and was increased for inflation (to a maximum of 5% a year).~~

The first monthly rental payment of \$3~~2~~<sup>5</sup>,000 shall be due on September 1, 202~~4~~<sup>2</sup>, with each subsequent monthly payment due on the 1st day of the month through June 202~~5~~<sup>3</sup>.

There is a charge of \$18,417 included in the above rental amount for the use of the common areas, such as the gym, cafetorium, and playground. WISD values the symbiotic relationship that has been developed over the years between the High Point School program, Deaf and Hard of Hearing program, and the Tenant. WISD anticipates that the Tenant will continue to foster this relationship in various ways including through its Academic Service Learning curriculum.

2. Rent for the subsequent years of the lease will be determined once the operational costs of the new facility are more predictable and use the WISD countywide rental formula as a basis, but for the period from July 1, 202~~5~~<sup>3</sup> to June 30, 202~~6~~<sup>4</sup> will be no more than \$350,000. Monthly payments of 1/10<sup>th</sup> of the annual rent will be made starting September 1, with each subsequent monthly payment due on the 1<sup>st</sup> day of the month through June.

The Landlord will provide the new rental amount for the 202~~5~~<sup>3</sup>-2~~6~~<sup>4</sup> year as soon as is practicable. After the 202~~5~~<sup>3</sup>-2~~4~~<sup>6</sup> year, as the operations of the new facility continue, the rent amount may be adjusted annually on July 1; the Landlord will notify the Tenant of the next year's annual rent no later than the December 31<sup>st</sup> prior to the start of the lease year.

3. Payment shall be considered as received and paid when said payment is received by the Landlord's Business Services office, located at 1819 S. Wagner Road, Ann Arbor, Michigan. Any rent due and unpaid due to a delay in execution of this lease shall be due and payable the 1st day of the month following the approval of the lease by both parties.
4. To use and occupy only those premises specified above and only for the purposes for which they are let. If the Tenant wishes to use the premises for some other purpose, Tenant must obtain written consent authorizing the use for such purpose. If the Tenant's charter is not renewed for any reason, this lease will become void and be terminated upon the expiration of the Tenant's charter.
5. For the safety and convenience of all building occupants, the drop-off and pick-up times for students must be coordinated through and approved by the High Point Principal.
6. To observe and comply with the policies and procedures of the Landlord, including all High Point building security procedures and the policy which prohibits smoking on school grounds at all times.
7. To observe all reasonable regulations and requirements of the Landlord concerning the use and conditions of the premises tending to reduce fire hazards, insurance rates, and other risks.
8. That the Tenant shall not assign this Lease nor sublet the premises or any part thereof without the written consent of the Landlord.
9. That the Tenant shall keep the premises during the term of the Lease in good repair and at the expiration of the Lease shall deliver the premises in like condition as when taken, reasonable wear and tear excepted.
10. That the Landlord agrees to maintain and repair as necessary the HVAC system, plumbing systems, electrical systems, roofing, exterior windows and doors, and will make any other repairs

necessary to maintain the Premises in good order. If the Landlord, after receiving written notice from the Tenant, and a reasonable opportunity to repair a system essential to the operation of the Tenant, fails to do so, the Tenant may make the necessary repairs and deduct same from the next ensuing rental payment.

11. The Landlord shall be responsible for the maintenance and repairs of the Premises except where such repairs resulted from damage caused by the Tenant or its employees, customers or agents, in which case the Tenant shall be responsible for such maintenance and repairs. The Landlord may choose to use its own staff or contractors to make said repair and invoice the cost to the Tenant.
12. That in event the Tenant shall hold over after the expiration of the term demised for a sufficient period of time to create a renewal of this Lease by operation of law, that any renewal or future right of possession not evidenced by an instrument in writing, executed and delivered by the Landlord, shall be a tenancy from calendar month to calendar month and for no longer term. The rent for each month shall be computed by multiplying the previous year's annual rent by 110% and then dividing that amount by 12.
13. If the premises becomes wholly or partially untenable through damage or destruction by fire or other cause, both parties shall have the option to terminate this Lease, and upon election to terminate, the Lease shall become void.
14. In the event of fire or other damage to the premises or personal property leased, the Parties mutually waive their rights of subrogation and recovery against each other, their agents, employees or leases to the extent that they are insured or are required to carry insurance for said loss. The Landlord agrees to maintain insurance and/or assume the responsibility for loss or damage to the building and personal property owned by the Landlord including the loss of rents. The coverage shall be on an all risk of physical loss basis in the standard insurance form. The Tenant shall maintain insurance and/or assume responsibility for personal property owned by the Tenant. Both Landlord and Tenant will maintain said coverage with limits equal to the full replacement cost of building and/or personal property as the case may be and the full twelve-month loss exposure for loss of rents and business interruption.
15. The Tenant will, at a minimum, maintain at its own expense during the term of this lease, the following insurance coverage, and any others required by law:
  - a. Workers' Compensation insurance with Michigan statutory limits and Employers Liability insurance with a minimum limit of \$300,000 each accident for any employee.
  - b. Comprehensive General Liability Insurance with a combined single limit of \$1,000,000 each occurrence for bodily injury and property damage. The policy shall include personal injury coverage. The Landlord shall be added as "additional insured" on the general liability policy with respect to the services provided under this Lease.

The Tenant shall deliver evidence of said policies to the Landlord prior to the inception of this Lease and, thereafter, on July 1<sup>st</sup> of each year.

16. If the whole or any part of the premises hereby leased shall be taken by any public authority under the power of eminent domain, then the term of this Lease shall cease on the part so taken from the date the possession of that part shall be required for any public purpose and the rent shall be paid up to that day. If the taking is partial and more than 25% of the area of the premises is taken by such proceedings, then, within thirty (30) days after the condemnation award becomes final, the

Lease may be cancelled by either the Landlord or the Tenant by proper notice to the other party. Upon such cancellation, this Lease shall become null and void and have no force and effect. If neither party cancels this Lease, as provided in this paragraph, the Tenant shall continue possession of the remainder of the premises under the terms hereby provided, except that the rent shall be reduced in proportion to the amount of the premises taken. All damages shall be awarded to the respective parties as compensation for diminution in value to the leasehold or to the fee of the premises herein leased.

17. The following services will be provided as indicated:

- a. The Landlord shall provide and pay for all utilities and operational service, including network equipment to provide access to internet services for educational purposes. Replacements and upgrades of technology hardware assets to service the network including access points, routers, switches, etc. will be shared equally between the Landlord and Tenant. Internet access is available to the Tenant for Educational use through participation in the Washtenaw Fiber Consortium.
- b. The Landlord shall provide Technology support services for currently installed equipment (Interactive displays, classroom sound systems, network cabling, phone system, door entry systems, camera systems). Technical Support during regular schools hours can be requested through the administration to the WISD servicedesk. Technicians will respond to these requests in priority by security implication, number of constituents impacted, available service technicians.
  - i. If technical support service is desired during periods when the Landlord is not operating its technical service, the Tenant may request such service from the Landlord. The request must be made to the building administration at least ten (10) days in advance of when service is needed. If no other building Tenants require technical service, the Tenant will be responsible for the entire cost of the service. If other building Tenants request technical service, the Landlord will allocate the cost of service between the building Tenants. The same charge will be made on days when Landlord is closed due to inclement weather and the Tenant chooses to operate its program. Arrangements for such service will be made through the building administration.
- c. The Landlord shall provide custodial services. If custodial service is desired during periods when the Landlord is not operating its custodial service, the Tenant may request such service from the Landlord. The request must be made to the building administration at least ten (10) days in advance of when service is needed. If no other building Tenants require custodial service, the Tenant will be responsible for the entire cost of the service. If other building Tenants request custodial service, the Landlord will allocate the cost of service between the building Tenants. The same charge will be made on days when Landlord is closed due to inclement weather and the Tenant chooses to operate its program. Arrangements for such service will be made through the building administration.
- d. The Landlord shall provide grounds maintenance. Including mowing of grass, weeding, mulching, spring and fall clean up, snow removal, and salting. If damage to the grounds are caused by the Tenant or its employees, customers or agents, in which case the Tenant shall be responsible for such maintenance and repairs. The Landlord may choose to use its own staff or contractors to make said repair and invoice the cost to the Tenant.
- e. All supplies and equipment not part of the Lease will be furnished by the Tenant, such as end point computers, devices, and other equipment and furniture needed to operate the Tenant's program. Any equipment connected to the building network will be subject to

security requirements in order to support the assets and data of all building occupants. This will be at the cost of the Tenant (i.e. End Point Protection, applying security patches, maintaining systems for security – patching/replacing outdated systems).

- f. The Tenant will comply with the WISD-established emergency procedures. This will include fire drills, severe weather drills, providing for building accessibility and security on evenings and weekends, control of keys, and building security systems. The Tenant shall provide more detailed or any additional procedures to safeguard the health and safety of its staff and students and provide that the safety of the staff and students of the Landlord and other Tenants are not interfered with. The Landlord shall have the right to ask for written documentation of such procedures to ensure the safety of its students and security of its buildings.
- g. Customers of the Tenant participating in the program located in the leased area may participate in the High Point Food Service Program, but the Tenant shall pay the Landlord the charges of such food. The customers of the Tenant participating in the program shall have access to the cafetorium and use of the other areas of the High Point School with the approval of the High Point Principal.

The Landlord agrees that the Tenant, on payment of the rental fee at the time and in the manner stated and performing all of the foregoing covenants, shall and may peacefully and quietly have, hold and enjoy the leased premises for the aforesaid term.

The covenants and conditions herein shall bind the successors, heirs, representatives and assigns of the Landlord and the Tenant.

IN WITNESS WHEREOF, the Parties have hereunto set their hands on the \_\_\_\_\_ day of \_\_\_\_\_, 202~~4~~<sup>2</sup>.

**LANDLORD**

\_\_\_\_\_  
Washtenaw Intermediate School District Superintendent

\_\_\_\_\_  
Date

**TENANT**

\_\_\_\_\_  
Honey Creek Community School

\_\_\_\_\_  
Date





**To:** Board of Trustees

**From:** Sherrill MacKay  
President, Board of Trustees  
Sue Hofbauer  
Executive Director *designee*

**Date:** August 19, 2024

**Re:** Hiring Recommendation: Gabriela Solis (After School Program / Summer Camp Coordinator)

It is our pleasure to recommend the following individual as an immediate hire for the 2024-25 fiscal year. This is a current employee who will assume a new position at the school. Thank you.

Name: Gabriela Solis Position: Coordinator, After School Program/Summer Camp Pay Rate: Step 0 on position-specific pay scale Reporting Supervisor: Executive Director
--