



Board of Education - *Resolution*

Year-Volume No. 2022-55
Meeting Date: 12-12-2022
Resolution No. 86
Department: Employee Services

Topic: Personnel Update

Recommendation: Move to approve employee staff hire dates as stated on the Employee Services Worksheet.

Rationale: The Board of Education shall approve the hiring of professional staff.

The Board will be notified of leaves, transfers and other personnel changes that don't require formal approval.

Resource Person(s): Julia Butler, Director of Employee Services

Financial Impact: To be included in the 2022-2023 Budget Update

Timeline: As indicated on the Employee Services Worksheet.
(Effective Date or implementation Date)

Attachments: Employee Services Worksheet

Employee Services Worksheet
Volume # 55, Resolution # 86
For December 12, 2022

Instructional / Administrative

Employment				
Name	Assignment	Location	Effective Date	Replaces

Separation or Non-Medical Leave of Absence				
Name	Assignment	Location	Effective Date	Reason

Non-Instructional

Employment				
Name	Assignment	Location	Eff. Date	Replaces
Creech, Ami	Title 1 Parapro.	Washington	11/28/2022	Patricia Lightcap
Fandrick, Amy	Bus Driver	Transportation	11/16/2022	New Allocation
LaCroix, Monica	Bus Driver	Transportation	11/14/2022	New Allocation
Martin, Gail	Office Assistant	Croswell	12/05/2022	New Allocation
McLean, Timothy	Bus Driver	Transportation	11/29/2022	Relief Run Sub.
Pochinco, William	Bus Driver	Transportation	12/12/2022	New Allocation
Seamans, Olivia	SACC Caregiver	Hevel	12/12/2022	New Allocation
Sinishtaj, Pranvera	ELL Parapro.	RHS	11/30/2022	Josephine Simmons
Stallard, Dylan	Bus Driver	Transportation	12/05/2022	Lorraine Demeyere
Williams, Nikole	Caregiver	Croswell	12/09/2022	Elizabeth Karas

Separation or Non-Medical Leave of Absence				
Name	Assignment	Location	Effective Date	Reason
Alvarez, Veronica	Caregiver	Croswell	12/16/2022	Resigned
Bowman, Allyson	Cashier	9GA	11/07/2022	Resigned
Mazur, Kristina	Caregiver	Croswell	12/16/2022	Resigned



Board of Education - *Resolution*

Year-Volume No. 2022-55

Meeting Date: December 12, 2022

Resolution No. 87

Department: Facilities

Topic: Romeo Middle School Cafeteria Service Area Project

Recommendation: Move to approve the recommendation for the Romeo Middle School cafeteria renovation & exterior door replacements

Rationale: A post-bid interview was conducted and it was determined that the bids contained all the required components and that the company meets the qualifications to complete the work successfully.

Resource Person(s): Chris Storm, Director of Operations and Vicki Laseke, Exec. Director of Business Services

Financial Impact: \$1,551,539.83
2016 Facilities Bond
2021 Facilities Bond
Food Service

Timeline: Summer of 2023
(Effective Date or implementation Date)

Attachments: Bid tabulations, Recommendation Letter



Board of Education - Resolution

Year-Volume No. 2022-55
Meeting Date: Dec 12, 2022
Resolution No. 88
Department: Technology

Topic: Two-way Radio Network Project

Recommendation: Move to approve the award of a districtwide two-way radio system to Mobile Communications America (MCA)

Rationale: The district currently uses a legacy analog radio system with poor coverage, or no coverage, in many areas. Approval of this project will provide the ability for instant communications between all buildings. In addition, repeaters and antennas will be installed in strategic locations to expand radio coverage for the Transportation Department to contact any school bus on any district route. There are currently numerous areas where buses cannot be contacted by radio during pickup and dropoff times.

Resource Person(s): Dr. Todd Robinson, Superintendent
Chris Storm, Executive Director of Operations
Mark Nelson, Executive Director of Technology

Financial Impact: \$477,891.80 - Section 97 School Safety Funds
**Note- \$54,464.26 for Bus radios expense is likely a general fund expenditure*

Timeline: Summer 2023, substantial completion date August 25, 2023
(Effective Date or implementation Date)

Attachments: IDS Recommendation Letter.pdf



Board of Education - *Resolution*

Year-Volume No. 2022-55
Meeting Date: December 12, 2022
Resolution No. 89
Department: Employee Services

Topic: Reclassification Proposal

Recommendation: Move to approve the reclassification of two Director positions from Tier I to Tier II of the RCS Leadership Organizational Structure and alignment with the corresponding salary ranges. Proposal refers to the Director of Transportation Director and Director of Early Childhood Services.

Rationale: To maintain competitive salaries that both can both retain and attract the best leaders for our district.

Resource Person(s): Julia Butler/Vicki Laseke/Dr. Todd Robinson

Financial Impact: \$12,739

Timeline: No later than 2/1/2023 upon approval
(Effective Date or implementation Date)

Attachments: Memorandum from Dr. Robinson - 12.1.22



Board of Education - *Resolution*

Year-Volume No. 2022-55
Meeting Date: Dec 12, 2022
Resolution No. 90
Department: Employee Services

Topic: Romeo Assistants Support Personnel Association (RASPA) Letter of Agreement

Recommendation: Move to approve the Letter of Agreement with the RASPA

Rationale: The district and the Union have reached a Letter of Agreement

Resource Person(s): Julia Butler/Vicki Laseke

Financial Impact: FY23 budget \$121,976
FY24 budget \$189,628

Timeline: January 2, 2023
(Effective Date or implementation Date)

Attachments: Memorandum from Julia Butler



Board of Education - Resolution #91

RESOLUTION TO APPROVE SUPERINTENDENT EVALUATION AND AMENDMENT TO EMPLOYMENT AGREEMENT

The following motion was offered by Board Member _____ and supported by Board Member _____:

WHEREAS, the Board of Education has conducted its annual evaluation of the Superintendent’s performance using the Superintendent Evaluation System previously adopted by the Board and posted on the District’s website, resulting in an overall rating of the Superintendent’s performance as “Highly Effective”;

WHEREAS, it is customary for the Board to consider amendments to the Superintendent’s employment agreement following its annual evaluation of the Superintendent’s performance, and has determined it appropriate to amend the Superintendent’s employment agreement in light of the same;

NOW, THEREFORE, BE IT RESOLVED:

1. That the Board hereby approves the attached annual evaluation of the Superintendent’s performance and the overall annual rating of his performance as “Highly Effective; and
2. That the Board approves the attached First Amendment of the Superintendent’s employment agreement, and authorizes the Board President and Secretary to execute such First Amendment.

AYES: _____

NAYS: _____

MOTION DECLARED ADOPTED.

Michael Antoine, Secretary- Board of Education

As duly qualified and acting Secretary of the Board of Education for Romeo Community Schools, Romeo, Michigan, I certify that the foregoing constitutes a true and complete copy of a motion adopted by said Board of Education at a meeting held on December 12, 2022, the original of which is a part of the Board’s minutes. I further certify that notice of the meeting was given to the public pursuant to the provisions of the Open Meetings Act, M.C.L. § 15.261, *et seq.*

Michael Antoine, Secretary



Board of Education - *Resolution*

Year-Volume No. 2022-55
Meeting Date: December 12, 2022
Resolution No. 92
Department: Academic Services

Topic: Media Selection, Utilization, and Coordination Process Guide

Recommendation: Move to approve the updated Media Selection, Utilization, and Coordination Process Guide

Rationale: Per Romeo Community Schools Board of Education Bylaw 3005, the Board intends that students be provided access to a wide variety of educational materials, in various media, to support learning. The Superintendent is authorized to make or approve purchases for the media center (and/or classroom libraries) and may receive recommendations for such purchases from professional staff members, parents, and students. Bylaw 3006 directs the Superintendent to develop regulations that provide an opportunity for the presentation and fair consideration of parental objections to the School District's curriculum, the selection of textbooks and other instructional materials, and media center materials.

This updated process guide will help professional staff with the selection of materials and a process to hear parental objections.

Resource Person(s): Jennifer McFarlane, Assistant Superintendent Academic Services

Financial Impact: None

Timeline: 2022-2023 school year
(Effective Date or implementation Date)

Attachments: Per attached proposal form



Board of Education - *Resolution*

Year-Volume No. 2022-55
Meeting Date: December 12, 2022
Resolution No. 93
Department: Academic Services

Topic: New Course Romeo High School- AP Microeconomics

Recommendation: Move to approve this course proposal to add as a social studies elective course for high school students beginning in the 2023-2024 school year.

Rationale: Per Romeo Community Schools Board of Education bylaw 3001 & 3004, the board delegates the Superintendent to develop, implement, and provide ongoing evaluation of the school district's curriculum and the authority to purchase and recommend to the board for its approval, instructional materials, including textbooks, that are compatible with the school district's curriculum.

Resource Person(s): Jennifer McFarlane, Assistant Superintendent Academic Services

Financial Impact: Included in the annual curriculum budget (General Funds)
**estimated Cost: \$12,912.98 (a separate textbook recommendation will follow)*

Timeline: 2023-2024 school year
(Effective Date or implementation Date)

Attachments: Per attached curriculum proposal form

ROMEO COMMUNITY SCHOOLS CURRICULUM PROPOSAL FORM

A curriculum proposal will not be accepted without prior approval of a request to study.

Curriculum proposals must have all components before it will be presented to the subject area team. The contact person will be invited to the subject area team meeting to present the proposal and answer any questions.

Contact person: Dominic Downs - dominic.downs@romeok12.org	Date: 9/21/2022
<input checked="" type="checkbox"/> New curriculum/course <input type="checkbox"/> Curriculum/course modification <input type="checkbox"/> Other	
Title of proposal: AP Microeconomics	
Contact area or department: Social Studies Department	
Grade Level (check all that apply) Elementary: <input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 Middle School: <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 High School: <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12	
Contributors: Dominic Downs, Lori Ferrington	
ANALYSIS SUMMARY	
<p>In narrative form, describe the strengths and weaknesses of the existing curriculum. Identify specific data to support your conclusions.</p> <p>Strengths- The curriculum for AP Economics is more related to the content of true economics than in regular Economics. Currently in regular Economics, we cover an entire unit devoted to Personal Finance. If students do not take Personal Finance as an elective then regular Economics is the only time they will learn about Personal Finance. Because of this, the AP Microeconomics curriculum will allow for more time to be devoted to true Economics content.</p> <p>The AP curriculum is also extremely skill based. This is an important strength because students are not just memorizing content. They are developing skills with real world application that will be needed in a business setting post graduation.</p> <p>Lastly, through the AP Economics curriculum, students could have the potential to earn math credit with the amount of math that is used throughout the course. Math calculations have been used at a minimum in the regular Economics curriculum.</p> <p>Weaknesses- A weakness for the Michigan Merit Curriculum for regular Economics is time. The current course covers both Micro and Macro economics in one semester, and additionally has a Personal Finance unit that is required to be covered. This muddies the economics content and eats up class time that could be spent focusing on Economics. Many students do not get to some essential microeconomics concepts in the regular course.</p> <p>Data - <u>AP Microeconomics Score Distribution for 2021</u> 5 (18.5%), 4 (24.0%), 3 (16.6%), 2, (17.0%), 1 (23.9%) For this course nationwide, of the students that took the AP exam, 59% of them earned a passing score of a 3 or higher, earning them college credit. For students in Romeo, this potentially can help them earn credit before leaving high school, which can be a huge benefit over the traditional Economics course we currently offer.</p>	
Describe the specific student needs addressed by this proposal.	

Students will learn skills that will help them later in life in relation to business activity, including:

- knowing essential economic concepts, principles and models
- explaining specific economics outcomes
- using data and calculations to determine outcomes of specific situations
- demonstrating economic situations using graphs or visual representations

If students work in business, trade or commerce, this course can begin the process of in-depth analysis of how businesses fuel economic growth. Additionally, this course is a minimal requirement for many college degrees. With the opportunity to take this course in high school, and possibly earn college credit, students who have completed Microeconomics will have a better foundation for future studies in higher education.

Students will also have the ability to earn college credit through the AP exam process. The course will be more rigorous than regular Economics which will allow for AP level students to be challenged more than they currently are.

CURRICULUM DEVELOPMENT SUMMARY

Describe the process that was used to develop the curriculum in the proposal, including specific individuals and groups involved and procedures used to ensure this proposal aligns with district, state, and/or national standards.

This curriculum is already developed and aligned to state standards. Please reference the AP Microeconomics Course Description with Skills/Standards for details. This curriculum covers six (6) units of study:

- Unit 1- Basic Economics Concepts
- Unit 2- Supply and Demand
- Unit 3- Production, Cost, and the Perfect Competition Model
- Unit 4- Imperfect Competition
- Unit 5- Factor Markets
- Unit 6- Market Failure and the Role of Government

Describe the impact this proposal will have on existing programs at Romeo Community Schools.

Students currently take Civics for 1 semester and Economics for 1 semester during their Junior Year as a graduation requirement.

Many students have the ability to currently take AP Government in their Junior Year. This class is a year long class. Students that complete that course currently do not have the ability to take an AP Economics Course their Senior Year to match the AP Government course. This will allow students to have the chance to add another AP course to their resume for Economics and allow for the potential to receive college credit.

Describe the impact this proposal will have on the special needs populations. (Special Education, English Learners)

Students who have IEP's and 504's will have the ability to take the course and receive potential college credit. Accommodations will be met for these students.

This course can also have an impact on students with special needs by allowing students who are at an AP level and took AP Government to take the AP Economics.. This will allow smaller class sizes in regular Economics and allow for more individualized attention to students who need special accommodations.

All of the following documents must be attached for the proposal to move forward:

Curriculum Standards addressed in course Itemized budget Curriculum map/pacing map

BUDGET

In narrative form, please describe the expenditures this proposal will include, **BE SPECIFIC**. Include additional personnel costs, training costs (including sub costs), and an estimate of any materials/textbooks that will be needed.

Please see: Itemized Budget List With Pricing and Use

*Textbook adoption process and forms are found in Appendix C.

IMPLEMENTATION

Describe what will be needed in order to fully and effectively implement the new curriculum. Include any professional development or training that would be needed as well.

To implement the new curriculum, a class textbook and teacher resources provided on the budget will help ensure rigor, application, and content knowledge needed to score well on the AP exam.

Professional training over the summer (APSI) at Oakland University for the teacher will assist in effectively implementing the curriculum to give the teacher more resources, best practices on teaching the course, and practice tests for students to perform.

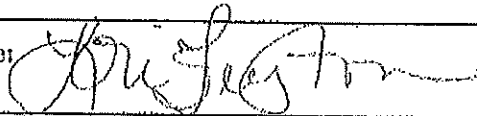
EVALUATION

What method(s) of evaluation would be used to determine the degree of success of this proposal (for example, student achievement, student surveys, teacher survey, independent observations, etc.) When will the evaluation take place?

The methods used to determine the degree of success with this proposal are the following:

1. Review student achievement through the scores on the AP exam and grade in the class (reviewed after the AP test)
2. A student survey conducted before the AP exam on preparedness, enjoyment of the course, and knowledge learned. (before the test)
3. Teacher survey- after reviewing scores, reflecting on areas of strength and weakness with certain topics based on the AP exam scores.

Department Chair Signature:



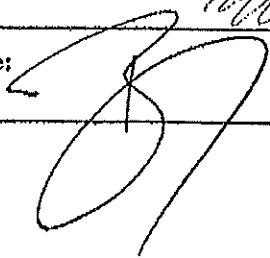
Date: 9/21/2022

School Improvement Chair Signature:



Date: 9/23/22

Principal Signature:



Date:



Board of Education - *Resolution*

Year-Volume No. 2022-55
Meeting Date: December 12, 2022
Resolution No. 94
Department: Academic Services

Topic: New Course Romeo High School- World Studies-Africa

Recommendation: Move to approve this course proposal to add as a social studies elective course for high school students beginning in the 2023-2024 school year.

Rationale: Per Romeo Community Schools Board of Education bylaw 3001 & 3004, the board delegates the Superintendent to develop, implement, and provide ongoing evaluation of the school district's curriculum and the authority to purchase and recommend to the board for its approval, instructional materials, including textbooks, that are compatible with the school district's curriculum.

Resource Person(s): Jennifer McFarlane, Assistant Superintendent Academic Services

Financial Impact: Included in the annual curriculum budget (General Funds)
**estimated Cost: \$123.99*

Timeline: 2023-2024 school year
(Effective Date or implementation Date)

Attachments: Per attached curriculum proposal form

ROMEO COMMUNITY SCHOOLS CURRICULUM PROPOSAL FORM

A curriculum proposal will not be accepted without prior approval of a request to study.

Curriculum proposals must have all components before it will be presented to the subject area team. The contact person will be invited to the subject area team meeting to present the proposal and answer any questions.

Contact person: Jeremy Hayden - jeremy.hayden@romeok12.org	Date: 09/09/22
<input checked="" type="checkbox"/> New curriculum/course <input type="checkbox"/> Curriculum/course modification <input type="checkbox"/> Other	
Title of proposal: New Course - World Studies Africa	
Contact area or department: Social Studies Department	
Grade Level (check all that apply) Elementary: <input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 Middle School: <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 High School: <input type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12	
Contributors: Jeremy Hayden	
ANALYSIS SUMMARY	
<p>In narrative form, describe the strengths and weaknesses of the existing curriculum. Identify specific data to support your conclusions.</p> <p>The current social studies curriculum is in an overall healthy state. With the recent expansions of psychology and sociology, there are more options for students to explore the social sciences. However, the history/culture component of our current curriculum is lacking a detailed course on the continent of Africa, a key feature throughout human history.</p> <p>The strengths of the current curriculum definitely lie in its courses on American history, which is covered quite well by the U.S. history courses in middle and high school and in its World History courses (including AP).</p> <p>Additionally, the creation of World Studies East has revealed that students are interested in learning about regions and cultures not typically covered in-depth in a U.S. or World History class (except for AP World History).</p> <p>A large weakness of the current curriculum is its lack of exploration of culture and history in Africa. Africa is briefly covered in World History and U.S. History, especially with regards to the slave trade, the Silk Road, and historical empires.</p> <p>Africa has played a large role in the history of our country, Europe, and Asia. Its own history is diverse and the continent has a large role in the modern day.</p>	
<p>Describe the specific student needs addressed by this proposal.</p> <p>World Studies Africa would provide students with a year-long elective course that explores one of the most misunderstood regions on Earth. Modern Africa is an increasingly important continent, both geopolitically and economically. As students enter an ever increasingly connected world, being culturally and historically knowledgeable about the continent and its people is relevant.</p> <p>The course would break stereotypes while also providing students with an increased diversity in social studies</p>	

courses available. Oftentimes knowledge of Africa is rooted in misguided stereotypes and/or misinformation. This course will help to correct such issues while also allowing students to consider their own connections to the continent.

CURRICULUM DEVELOPMENT SUMMARY

Describe the process that was used to develop the curriculum in the proposal, including specific individuals and groups involved and procedures used to ensure this proposal aligns with district, state, and/or national standards.

I was the only individual involved in creating the curriculum for this class, although I have consulted the existing World Studies East curriculum as it follows the same general format I would like to follow.

I have tied this course to existing Michigan state social studies standards, which I have attached to this proposal form. These standards have been pulled from various grade-levels but will be met with grade-level appropriate content. Some standards, such as UI.3.2, specify only one region of Africa (West Africa, in this case) but can easily be applied to all of the regions of Africa we will be examining.

The core state standards expect students to become knowledgeable on the geography, cultures, and civilizations of Africa throughout different periods of history. This course will achieve those core expectations.

Describe the impact this proposal will have on existing programs at Romeo Community Schools.

This course will provide a positive impact on the social studies program at Romeo Community Schools. This course provides an avenue for students to explore an underrepresented region in social studies. It provides students with an alternative to existing electives and fits well beside current social studies electives, such as World Studies East.

Describe the impact this proposal will have on the special needs populations. (Special Education, English Learners)

As an instructor, I will provide accommodations in this course the same as any other existing course. Students with special needs, especially those with an interest in history and other cultures, might find that this course is suited towards their interests in school. Exceptional learners will be provided with ample opportunities to explore and work with content focusing on the African continent.

As stated below in the budget, I will be using cooperative learning strategies in this course. This also allows special needs populations to work and interact with a variety of different learners.

All of the following documents must be attached for the proposal to move forward:

Curriculum Standards addressed in course Itemized budget Curriculum map/pacing map

Attachments:

Content Standards and Suggested Course Structure

Itemized Budget (tab 2)

BUDGET

In narrative form, please describe the expenditures this proposal will include. BE SPECIFIC. Include additional personnel costs, training costs (including sub costs), and an estimate of any materials/textbooks that will be needed.

The expenditures for this course are entirely based on materials needed for the course. Three DVDs (one multipart documentary from PBS and two films, *Hotel Rwanda* and *Amistad*) total \$36. A classroom set of whiteboards (30 total) and colored pencils (432) for use in cooperative learning strategies and activities total \$78. The use of these materials will allow me to supplement content with videos as well as engagement strategies.

No other expenditures are necessary.

*Textbook adoption process and forms are found in Appendix C.

IMPLEMENTATION

Describe what will be needed in order to fully and effectively implement the new curriculum. Include any professional development or training that would be needed as well.

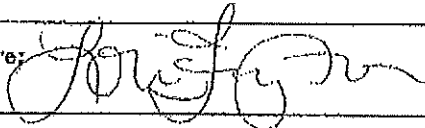
No special professional development or training will be needed to fully and effectively implement this new curriculum. The best way to ensure an effective new course is in creation of a robust curriculum map that follows state standards. Due to my time with Romeo Community Schools, I am familiar with the creation of curriculum maps for courses with respect to state standards.

EVALUATION

What method(s) of evaluation would be used to determine the degree of success of this proposal (for example, student achievement, student surveys, teacher survey, independent observations, etc.) When will the evaluation take place?

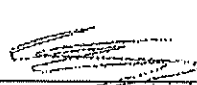
One method of evaluation that will be used will be student achievement. Regular formative and summative work throughout the course will allow me to determine how well students are reaching learning goals and desired skills in the course. Additionally, a class evaluation survey at the end of the course would provide useful information on what to improve on for future classes.

Department Chair Signature:



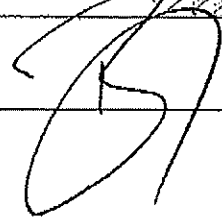
Date: 9/23/22

School Improvement Chair Signature:



Date: 9/23/22

Principal Signature:



Date:

**ROMEO COMMUNITY SCHOOLS
CURRICULUM PROPOSAL FORM
WORLD STUDIES AFRICA - CONTENT STANDARDS AND SUGGESTED STRUCTURE**

Big Ideas:

- Africa is historically rich with varied cultures and massive impact on history of the world
- Africa being a relevant economic power through early to modern human history
- Africa picked apart by European and Asian powers
- Divide between northern and southern
- Colonial revolutions and struggled
- Post-colonial modern reality

The focus of this course will be on culture, geography and relationships - not just history.

Curriculum Standards:

Standards for this new course are a compilation of standards across the social studies content standards in the Michigan Merit Curriculum. This course would include:

- 5 – U1.3.1 Use maps to locate the major regions of Africa (North Africa, West Africa, Central Africa, East Africa, Southern Africa).
- 5 – U1.3.2 Describe the life and cultural development of people living in West Africa before the 16th century with respect to economics (the ways people made a living) and family structures, and the growth of states, towns, and trade.
- 7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, Southwest and Central Asian, Mesoamerican, and Andean civilizations.
- 7 – W4.1.2 Africa to 1500 CE – use a case study to describe how trade integrated cultures and influenced the economy within early African empires.
- 4.1.1 Growth and Interactions of World Religions – analyze the significance of the growth of and interactions between world religions. (Islam and Christianity in Africa)
- 5.2.1 Cultural Encounters and the Columbian Exchange – explain the demographic, environmental, and political consequences of European oceanic travel and conquest. (Early slave trade)
- 5.2.2 The Trans-Atlantic Slave Trade – analyze the causes and development of the Atlantic trade system with respect to the capture and sale of Africans, the creation of the gun-slave cycle, the Middle Passage, and forced migration of Africans to the Americas, the establishment of the plantation complex, and the rise of slave resistance in the New World.
- 5.2.3 Afro-Eurasian Empires – compare and contrast the different ways governments expanded or centralized control across various parts of Afro-Eurasia, and analyze the consequences of these changes.
- 6.2.4 Imperialism – analyze the political, economic, and social causes and consequences of imperialism in different regions.
- 7.2.4 Cold War Conflicts – analyze the causes and consequences of major Cold War conflicts, including the global reconfigurations and restructuring of political and economic relationships in the post-World War II era.
- 7.2.5 Revolution, Decolonization, and Democratization – evaluate the causes and consequences of revolutionary and independence movements in different world regions.

Course Structure:

Vertical Concepts
Cultural Groups/Geography: <ul style="list-style-type: none"> - North Africa - East Africa

- Central Africa
- West Africa
- South Africa

A look at each for the above cultural groups historically (up to ~1940s-1960s):

Traditions, societal structures

- Religion
- Family groups

Civilizations

- Empires

Relations with outside world

- Natural Resources
- Trade/Silk Road
- War
- Cultural influences (imported/exported)
- Imperialism
- Colonialism
- Slavery
- "White Africa"

Then, a look at the following for each of the above cultural groups:

Post-Colonialism and Modernity

- Revolutions
- Socialism/Communism
- How has Africa changed in respects to all of the above concepts?



Board of Education - *Resolution*

Year-Volume No. 2022-55
Meeting Date: December 12, 2022
Resolution No. 95
Department: Academic Services

Topic: New Course Romeo High School- Medical Terminology

Recommendation: Move to approve this course proposal to add as an elective course for high school students beginning in the 2023-2024 school year.

Rationale: Per Romeo Community Schools Board of Education bylaw 3001 the board delegates the Superintendent to develop, implement, and provide ongoing evaluation of the school district's curriculum.

Resource Person(s): Jennifer McFarlane, Assistant Superintendent Academic Services

Financial Impact: Included in the annual curriculum budget (General Funds)
*estimated cost \$1200

Timeline: 2023-2024 school year
(Effective Date or implementation Date)

Attachments: Per attached curriculum proposal form

ROMEO COMMUNITY SCHOOLS CURRICULUM PROPOSAL FORM

A curriculum proposal will not be accepted without prior approval of a request to study.

Curriculum proposals must have all components before it will be presented to the subject area team. The contact person will be invited to the subject area team meeting to present the proposal and answer any questions.

Contact person: Kristen Stephenson and Mike Jones	Date: 9/23/22
<input checked="" type="checkbox"/> New curriculum/course <input type="checkbox"/> Curriculum/course modification <input type="checkbox"/> Other	
Title of proposal: Medical Terminology	
Contact area or department: CTE - Medical	
Grade Level (check all that apply)	
Elementary: <input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 Middle School: <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 High School: <input type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12	
Contributors: Kristen Stephenson and Mike Jones	
ANALYSIS SUMMARY	
<p>In narrative form, describe the strengths and weaknesses of the existing curriculum. Identify specific data to support your conclusions.</p> <p>The strength of this curriculum is the exposure and in some cases re-exposure to words and definitions that are vital to students aspiring to acquire positions in the medical field. This includes not just reciting the definitions, but actually being able to apply their knowledge in this course and in their other medical pathway courses.</p> <p>In teaching CMA and Medical Field Study, I've noticed that some students lack some of the foundational terminology crucial to their quest to achieve success in a higher level medical pathway course. Furthermore, those who decide to embark on a journey toward a medical profession in college, will reap the rewards of knowing these words.</p>	
<p>Describe the specific student needs addressed by this proposal.</p> <p>Knowledge of critical vocabulary terms specific to the medical field.</p>	
CURRICULUM DEVELOPMENT SUMMARY	
<p>Describe the process that was used to develop the curriculum in the proposal, including specific individuals and groups involved and procedures used to ensure this proposal aligns with district, state, and/or national standards.</p> <p>While teaching at Armada High School, Kristen reviewed all state standards for this course. She participated in</p>	

professional development offered by the MISD in conjunction with Macomb Community College. At that meeting and in ensuing meetings with healthcare professionals, they were able to adjust the curriculum to ensure its validity and relevance to present day health occupations. Kristen has taken what she learned through these experiences to generate curriculum here to set our students up for success.

Kristen explored potential textbooks to utilize in this class. She collaborated with other CTE medical terminology teachers in other districts to discuss pros and cons of those various textbooks, and ultimately she found one that works best for our students.

Kristen also ensured that the medical terminology curriculum proposed matched the needs of our current Certified Medical Assisting curriculum.

Describe the impact this proposal will have on existing programs at Romeo Community Schools.

This program will bolster the readiness of students in Certified Medical Assisting, Emergency Medical Technician, Emergency Medical Responder, Medical Field Study, and Medical Sciences.

Describe the impact this proposal will have on the special needs populations. (Special Education, English Learners)

This proposal will benefit all students including those with special needs equally.

All of the following documents must be attached for the proposal to move forward.

Curriculum Standards addressed in course Itemized budget Curriculum map/pacing map

BUDGET

In narrative form, please describe the expenditures this proposal will include, BE SPECIFIC. Include additional personnel costs, training costs (including sub costs), and an estimate of any materials/textbooks that will be needed.

A classroom set of physical books have already been purchased (\$75 each / \$2625 total). Along with the purchase of those books, we received online supplemental resources.

As we continue to review the success of the course, we are monitoring the potential need for student workbooks (\$35 each).

*Textbook adoption process and forms are found in Appendix C.

Implementation

Describe what will be needed in order to fully and effectively implement the new curriculum. Include any professional development or training that would be needed as well.

development or training that would be needed as well.

We will need no additional resources.

EVALUATION

What method(s) of evaluation would be used to determine the degree of success of this proposal (for example, student achievement, student surveys, teacher survey, independent observations, etc.) When will the evaluation take place?

Student achievement at the end of the year. Medical pathway teacher surveys. Teachers will also be able to gain perception data from students in other medical courses who have had medical terminology and compare that to those who unfortunately did not have medical terminology.

Department Chair Signature



Date

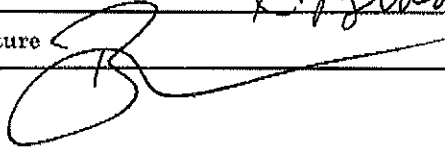
09.23.22

School Improvement Chair Signature



Date

Principal Signature



Date

9/23/22



Board of Education - *Resolution*

Year-Volume No. 2022-55
Meeting Date: December 12, 2022
Resolution No. 96
Department: Academic Services

Topic: Education Pathway Name Changes

- Child Growth and Development changed to Child Growth and Learning
- Experiential Learning changed to Future Educators

World Studies East name modification to World Studies Asia

Recommendation: Move to approve course name changes to more accurately reflect the course content.

Rationale:

- The Education Pathway courses underwent changes with the Perkins V legislation implementation. The curriculum standards for some of the pathway courses have changed. The name change for the courses will better reflect the course content so that students will better understand what the course is about when selecting the course.
- With the addition of the new course, World Studies Africa, the old course name of World Studies East will be modified to World Studies Asia to reflect the adjustment in the content that will be taught in the course.

Resource Person(s): Jennifer McFarlane, Assistant Superintendent Academic Services

Financial Impact: None

Timeline: 2023-2024 school year
(Effective Date or implementation Date)

Attachments: Per attached curriculum proposal form

ROMEO COMMUNITY SCHOOLS CURRICULUM PROPOSAL FORM

A curriculum proposal will not be accepted without prior approval of a request to study.

Curriculum proposals must have all components before it will be presented to the subject area team. The contact person will be invited to the subject area team meeting to present the proposal and answer any questions.

Contact person: Lori Ferrington - lori.ferrington@romeok12.org Tammy Gielniak - tammy.gielniak@romeok12.org	Date: 9/21/2022
<input type="checkbox"/> New curriculum/course <input checked="" type="checkbox"/> Curriculum/course modification <input type="checkbox"/> Other	
Title of proposal: CTE Education Pathway - Course Name Modification	
Contact area or department: CTE Department	
Grade Level (check all that apply) Elementary: <input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 Middle School: <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 High School: <input type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12	
Contributors: Lori Ferrington, Tammy Gielniak, Education Pathway Advisory Committee	
ANALYSIS SUMMARY	
<p>In narrative form, describe the strengths and weaknesses of the existing curriculum. Identify specific data to support your conclusions.</p> <p>Not applicable.</p>	
<p>Describe the specific student needs addressed by this proposal.</p> <p>Last year, the Education Pathway courses underwent changes with the Perkins V legislation implementation. The curriculum standards for some of the pathway courses have changed. We are proposing a name change to some of those courses to better reflect the course content and so that students, when seeing these updated course names in the RHS Course Guidebook, will better understand what the course is about.</p>	
CURRICULUM DEVELOPMENT SUMMARY	
<p>Describe the process that was used to develop the curriculum in the proposal, including specific individuals and groups involved and procedures used to ensure this proposal aligns with district, state, and/or national standards.</p> <p>Consensus from professional groups, like Michigan Educational Careers Association (MECA), Future Proud Michigan Educator (FPME) LAUNCH, and our RHS Education Pathway Advisory were that course names in career pathway courses should be clear and reflect the learning that will happen in each course. It was unanimous in our 2021-2022 Advisory meetings that our current course names were inaccurate.</p>	

Describe the impact this proposal will have on existing programs at Romeo Community Schools.

The proposal is to change the following course names:

Old	New
Child Growth and Development	Child Growth and Learning
Experiential Learning	Future Educators

There will be no change to course curriculum, standards/skills taught or learning placement requirements in these courses.

Describe the impact this proposal will have on the special needs populations. (Special Education, English Learners)

There will be no impact on student learning or achievement with this proposal.

All of the following documents must be attached for the proposal to move forward:

- Curriculum Standards addressed in course
- Itemized budget
- Curriculum map/pacing map

None of these required documents are applicable to this proposal.

BUDGET

In narrative form, please describe the expenditures this proposal will include. BE SPECIFIC. Include additional personnel costs, training costs (including sub costs), and an estimate of any materials/textbooks that will be needed.

No budget is needed for this proposal.

*Textbook adoption process and forms are found in Appendix C.

IMPLEMENTATION


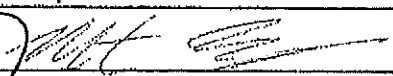
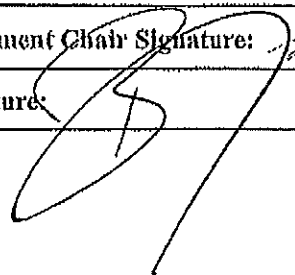
Describe what will be needed in order to fully and effectively implement the new curriculum. Include any professional development or training that would be needed as well.

No professional development or training is needed for this proposal.

EVALUATION

What method(s) of evaluation would be used to determine the degree of success of this proposal (for example, student achievement, student surveys, teacher survey, independent observations, etc.) When will the evaluation take place?

The Advisory Committee will follow up with the new course names after implementation. We will gather feedback from students, parents, and counselors to measure the effectiveness of the new course names.

Department Chair Signature: 	Date: 09.23.22
School Improvement Chair Signature: 	Date: 9-23-22
Principal Signature: 	Date:

ROMEO COMMUNITY SCHOOLS CURRICULUM PROPOSAL FORM

A curriculum proposal will not be accepted without prior approval of a request to study.

Curriculum proposals must have all components before it will be presented to the subject area team. The contact person will be invited to the subject area team meeting to present the proposal and answer any questions.

Contact person: Lori Ferrington - lori.ferrington@romeok12.org Kim Lamb - kim.lamb@romeok12.org	Date: 9/23/2022
<input type="checkbox"/> New curriculum/course <input checked="" type="checkbox"/> Curriculum/course modification <input type="checkbox"/> Other	
Title of proposal: World Studies Asia - Course Name Modification	
Contact area or department: Social Studies Department	
Grade Level (check all that apply) Elementary: <input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 Middle School: <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 High School: <input type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12	
Contributors: Lori Ferrington, Kim Lamb	
ANALYSIS SUMMARY	
In narrative form, describe the strengths and weaknesses of the existing curriculum. Identify specific data to support your conclusions. Not applicable.	
Describe the specific student needs addressed by this proposal. None	
CURRICULUM DEVELOPMENT SUMMARY	
Describe the process that was used to develop the curriculum in the proposal, including specific individuals and groups involved and procedures used to ensure this proposal aligns with district, state, and/or national standards. In conjunction with current curricular proposals in the Social Studies Department, we would like to rename the course World Studies East to more accurately reflect its study of Asia and not the region deemed to be the "East". The course already includes more nations and simply the East, including India, and the nations in southeast Asia. The name change will more accurately reflect the study of the continent of Asia as a whole, and not simply the eastern region. Additionally, with the introduction of the World Studies Africa course, the naming conventions will be consistent and more understandable to students and parents in the RHS Course Guidebook.	
Describe the impact this proposal will have on existing programs at Romeo Community Schools. The proposal is to change the following course name:	

Old	New
World Studies East	World Studies Asia

There will be no change to course curriculum, standards/skills taught, or learning placement requirements in these courses.

Describe the impact this proposal will have on the special needs populations. (Special Education, English Learners)

There will be no impact on student learning or achievement with this proposal.

All of the following documents must be attached for the proposal to move forward:

- Curriculum Standards addressed in course
- Itemized budget
- Curriculum map/pacing map

None of these required documents are applicable to this proposal.

BUDGET

In narrative form, please describe the expenditures this proposal will include. BE SPECIFIC. Include additional personnel costs, training costs (including sub costs), and an estimate of any materials/textbooks that will be needed.

No budget is needed for this proposal.

*Textbook adoption process and forms are found in Appendix C.

IMPLEMENTATION

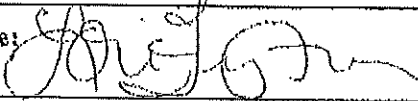
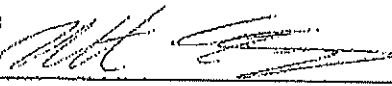
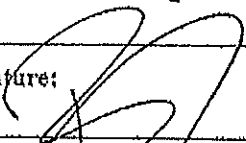
Describe what will be needed in order to fully and effectively implement the new curriculum. Include any professional development or training that would be needed as well.

No professional development or training is needed for this proposal.

EVALUATION

What method(s) of evaluation would be used to determine the degree of success of this proposal (for example, student achievement, student surveys, teacher survey, independent observations, etc.) When will the evaluation take place?

The Social Studies Department will follow up with the new course names after implementation. We will gather feedback from students, parents, and counselors to measure the effectiveness of the new course name.

Department Chair Signature: 	Date: 9/23/22
School Improvement Chair Signature: 	Date: 9/23/22
Principal Signature: 	Date:



Board of Education - *Resolution*

Year-Volume No. 2022-55
Meeting Date: December 12, 2022
Resolution No. 97
Department: Business Services

Topic: 2023 Summer Tax Levy

Recommendation: Move to approve the 2023 Summer Tax Levy

Rationale: Each year the district must request that each municipality collect 100% of the taxes for operating expenses and debt payments in the summer tax bill. Upon approval, each municipality will receive a letter asking them to agree to collect our taxes in the summer.

Resource Person(s): Vicki Laseke, Executive Director of Business Services

Financial Impact: Although we begin our fiscal year on July 1st of every year, the State does not begin sending our State Aid payments until October. That leaves us with 3 months of operations to pay for before we receive our first State Aid payment. By collecting our taxes in the summer, rather than the winter, it allows the District sufficient cash flow to continue to pay expenses until we receive our first State Aid payment. This, in turn, reduces interest costs from borrowing on our line of credit, should we need to borrow.

Timeline: N/A
(Effective Date or implementation Date)

Attachments: N/A



Board of Education - *Resolution*

Year-Volume No. 2022-55
Meeting Date: December 12, 2022
Resolution No. 98
Department: Business Services

Topic: Budget Amendment Recommendation for the 2022-2023 General Fund

Recommendation: Move to approve the Amended Budget for the General Fund as presented on December 12, 2022.

Rationale: Amendments to the budget are necessary to keep the Board of Education up to date regarding the financial status of the District, including adjusted revenues, expenditures and the anticipated fund balance.

Resource Person(s): Vicki Laseke, Executive Director of Business Services

Financial Impact: The financial impact of the General Fund budget amendment is reflected in the projected fund balance.

Timeline: December 13, 2022
(Effective Date or implementation Date)

Attachments: See Attached Summary of General Fund Appropriations for the 2022-2023 Fiscal Year.