Washtenaw Intermediate School District

February 10, 2026 Board of Education Meeting

Regular Meeting

Published on February 5, 2026 at 4:28 PM EST
Amended on February 9, 2026 at 8:48 AM EST

Date and Time

Tuesday February 10, 2026 at 5:00 PM EST

Location

1819 S Wagner Rd. Ann Arbor, MI 48106

Agenda

		Presenter
I.	**Opening Items**	
	A. Call the Meeting to Order	President Mary Jane Tramontin
	B. Roll Call	TJ Greggs
II.	**Approval of the Agenda**	
	A. February 10, 2026 Board Agenda Memo	
III.	**Communications**	

Presenter

IV. Public Participation

V. Presentation

A. Head Start Self-Assessment Quarterly Update

VI. Equity, Inclusion, and Social Justice Dialogue

VII. Consent Agenda

A. Approval: Minutes

B. Superintendent's Recommendations

087-25-26 Employment Recommendations

C. Superintendent's Recommendations

088-25-26 Staff Resignations

D. Superintendent's Recommendations

089-25-26 Dr. Yolanda Sealey-Ruiz, Arch of Self, LLC Contract

E. Superintendent's Recommendations

090-25-26 Toyota R&D Community Donation

F. Superintendent's Recommendations

091-25-26 35iFamily Engagement Grant– Early Literacy Hub funds to Jackson ISD

VIII. New Business

A. Updated Head Start/GRSP Policies – Second Read

B. Integrated Design Solutions Contract

IX. Other Items of Business

X. Board of Education Reports

XI. Administrative Reports

Presenter

A. Superintendent's Report

B. Retainer Newsletter

XII. Closing Items

A. Adjourn Meeting

Coversheet

February 10, 2026 Board Agenda Memo

Section:	II. Approval of the Agenda
Item:	A. February 10, 2026 Board Agenda Memo
Purpose:	
Submitted by:	
Related Material:	February 10, 2026 Board Memo.pdf

MEMORANDUM

TO: Board of Education

FROM: Naomi Norman, Superintendent

DATE: **February 2, 2026**

RE: **Regular Board Meeting February 10, 2026**

Agenda Item 2: **Approval of the Agenda**: President Tramontin will ask for approval of the agenda.

Agenda Item 3: **Communications:** There are no communications at this time.

Agenda Item 4: **Public Participation:** Members of the public who wish to address the Board may do so at this time.

Agenda Item 5: **Presentation:**

A. **Head Start Self-Assessment Quarterly Update:** Executive Director of Early Childhood Dr. Edward Manuszak will present the Head Start quarterly update.

Agenda Item 6: **Equity, Inclusion, and Social Justice Dialogue**: Superintendent Naomi Norman will facilitate the equity, inclusion, and social justice discussion.

Agenda Item 7: **Consent Agenda:**

A. **Approval: Minutes:** Approval of the minutes of the January 27, 2026, regular meeting.

B. **Approval: Superintendent's Recommendations:**

The Superintendent recommends the Board accept the following employment recommendations:

087-25-26 **Employment Recommendations:** Please see the employment recommendations for: Ellen Keane as an Office Professional II. If approved by the Board, Ellen's salary will be $41,109, Grade 1 Step 2. All other fringe benefits will be set forth in the Non-Affiliated contract.

Emily Koch as a CTE Business Specialist 3. If approved by the Board, Emily's salary would be $80,732 - Grade 7, Step 5. All other fringe benefits will be set forth in the Non-Affiliated contract.

The Superintendent recommends the Board accept the following staff resignations:

088-25-26 **Staff Resignations:** Please see the staff resignations for:
Stephanie Mann, effective February 5, 2026. Stephanie has been employed with the WISD since August 24, 2020, first as an Early Intervention Home Visitor and most recently as the Help Me Grow Specialist.

089-25-26 **Dr. Yolanda Sealey-Ruiz, Arch of Self, LLC Contract:** Please see the memo from Supervisor of Instructional Supports Dr. Dawn Stewart. The administration requests approval to contract Dr. Yolanda Sealey-Ruiz, Arch of Self, LLC to develop and facilitate a 60-minute keynote presentation, a 90-minute breakout session, and to participate in a 60-minute panel discussion at the 2026 Leading to Liberate Conference. The total contract value is $23,000.00 for the period February 17, 2026, through March 17, 2026. This follows a prior contract with Arch of Self, LLC in August 2025 for the Educator Conference in the amount of $15,000.00, bringing the cumulative total to $38,000.00, which exceeds the current board-approved limit. This contract will be fully funded by the Section 23h Improving Teaching and Learning in Mathematics grant and will not impact the general fund.

The Superintendent recommends that the Board of Education authorize administration to contract with Dr. Yolanda Sealey-Ruiz, Arch of Self, LLC for an additional $23,000.00, and a total amount not to exceed $38,000.00, as presented.

090-25-26 **Toyota R&D Community Donation:** Please see the memo from WMBK Supervisor Jamall Bufford. I'm recommending that the WISD board accept the Toyota R&D Community Donation on behalf of Washtenaw My Brother's Keeper (WMBK). The term is a one-time donation of $10,000. This funding is designed to support the expansion of WMBK, a county-wide transformation and collective empowerment collaborative of men of color. WMBK plans to utilize the grant funds to continue to uplift and empower young men of color through social-emotional support, and through workforce development opportunities. WMBK shall provide services to establish one or more of the cradles to career pathways of success for young men of color in Washtenaw County.

The Superintendent recommends that the Board of Education authorize administration to accept the Toyota R&D Community Donation in the amount of $10,000.00, as presented.

091-25-26 **35iFamily Engagement Grant– Early Literacy Hub funds to Jackson ISD:** Please see the memo from Director, Success by 6 Great Start Collaborative Margy Long. WISD was awarded the 35i Family Engagement grant. The previous Early Literacy Hub grant now a part of the 35i grant includes funds going to each of the ISD's in our region (Washtenaw, Jackson, Monroe, Livingston, Hillsdale, Lenawee) to support early literacy, (birth to 5th grade) with books and early literacy materials. It was decided to have Jackson ISD, the former fiduciary for the Early Literacy Hub grant, continue to administer the funds for this part of the grant. The pass through to Jackson ISD is $120,000.00 which includes $17,500.00 for each of the six ISD's in Region 9, and an additional $15,000.00 to Jackson ISD for the administration of the grants.

The Superintendent recommends that the Board of Education authorize administration to contract with Jackson County ISD in the amount of $17,500.00, as presented.

Recommendation: Motion that the Board of Education approve the minutes and Superintendent's recommendations in the Consent Agenda, as presented. (Roll Call Vote)

Agenda Item 9: **New Business:**

A. Updated Head Start/GRSP Policies – Second Read: Please see the memo from Supervisor of Human Resource and Legal Services Becky Mullins. The Policy Committee recommends adoption of the following Head Start policies: Establishing a System of Shared Governance, Shared Governance - Composition and Responsibilities of the Policy Council. A first read of the policies was done during the Board's regular meeting on January 27, 2026, which included highlights of the proposed changes.

Recommendation: Motion that the Board of Education approve the updated Head Start policies:

1) **Establishing a System of Shared Governance**
2) **Shared Governance - Composition and Responsibilities of the Policy Council**

B. Integrated Design Solutions Contract: Please see the memo from Director of Operation Tanner Rowe. Over the past two years, we have been slowly working to update and refresh spaces within our Teaching and Learning Center (TLC). Over that time, we have updated the Board Room, Human Resources offices, Desktop Team offices, and built out space for our new Career and Technical Education (CTE) team. Through this process, we have determined the need for updates throughout the TLC, including lighting, furniture, and architectural finishes such as paint, ceiling, and flooring and feel that having a master plan will help ensure cohesiveness throughout the building. IDS was selected due to their local presence here in Michigan with K-12 work, and their approach to facilitating this work which will include targeted site-based workshops and focus groups with various staff here at the TLC building. The administration recommends the WISD Board of Education authorize the administration to utilize special education and general education capital project funds to engage with Integrated Design Solutions, LLC (IDS) for architectural services for a cost not to exceed $122,000.00.

Recommendation: Motion that the Board of Education authorize administration to contract with Integrated Design Solutions, LLC for a total cost not to exceed $122,000.00, as presented. (Roll Call Vote)

Agenda Item 10: **Other Items of Business:**

Agenda Item 11: **Board of Education Reports:**

Agenda Item 12: **Administrative Reports:**

A. Superintendent's Report: Superintendent Norman will address the board.

B. Retainer Newsletter: The January 2026 edition of the School Law Notes from Thrun Law Firm is attached.

Agenda Item 13: **Adjournment**

Coversheet

Approval: Minutes

Section:	VII. Consent Agenda
Item:	A. Approval: Minutes
Purpose:	
Submitted by:	
Related Material:	1-27-26 Minutes.pdf

WASHTENAW INTERMEDIATE SCHOOL DISTRICT
BOARD OF EDUCATION MEETING MINUTES

Tuesday, January 27, 2026

The Washtenaw Intermediate School District Board of Education held a regular board meeting on Tuesday, January 27, 2026, in Washtenaw ISD's Teaching and Learning Center Board Room at 1819 South Wagner Road in Ann Arbor, Michigan.

CALL TO ORDER
The meeting was called to order at 5:06 PM by Vice President Steve Olsen

ATTENDANCE
The following members were present:
Steve Olsen, Vice President
Dorcas Musili, Secretary
Diane Hockett, Trustee

The following member was absent:
Mary Jane Tramontin, President
Sarena Shivers, Treasurer

Quorum was met.

Also present:
Naomi Norman, Superintendent
Cherie Vannatter, Deputy Superintendent
Brian Marcel, Associate Superintendent
Ryan Rowe, Director of Career and Technical Education
Ashley Kryscynski, Director of Communications and Public Relations
Jennifer Banks, Director of Instruction
Melissa Cischke, Project Manager for Technology
Andrew Munson, Communications Specialist
LaDawn White, Grant Manager for Early Childhood
Nancy Davis, Teacher Consultant
Tom Pachera, Ann Arbor Public Schools Director of Career and Technical Education
Melissa Richards, Pioneer High School Culinary Instructor
TJ Greggs, Administrative Assistant to the Superintendent

APPROVAL OF THE AGENDA
Diane Hockett moved, Dorcas Musili seconded, to approve the agenda, as presented.
Ayes: Steve Olsen, Dorcas Musili, Diane Hockett
Nays: None.
Motion carried.

COMMUNICATIONS: Superintendent Naomi Norman shared that the Kegel Family Foundation donated $2,500 for the training and education of blind or impaired children.

PUBLIC PARTICIPATION: There was no public participation.

PRESENTATION: Director of Career and Technical Education Dr. Ryan Rowe presented the Board with gifts from local district's CTE programs for Board Appreciation Month. Trustee Hocket then presented Superintendent Naomi Norman with the Michigan School of Public Relations Association award for Superintendent Communicator of the Year. Trustee Hockett stated "MSPRA's expert panel of judges recognized Superintendent Norman for her understanding the value of year-round ongoing program of internal and external communication and demonstrating excellent communication skills such as ethics, honesty, and active listening."

FINANCIAL REPORTS: Associate Superintendent Brian Marcel reviewed the financial reports for December 2025 and Early Childhood LaDawn White reviewed the Head Start financial reports for December 2025.

Dorcas Musili moved, Diane Hockett seconded, that the Board of Education approve the December 2025 Head Start financial report, as presented.

Voting yes: Steve Olsen, Dorcas Musili, Diane Hockett
Voting no: None.
Motion carried.

EQUITY, INCLUSION, AND SOCIAL JUSTICE DIALOGUE: Superintendent Naomi Norman facilitated the Equity, Inclusion, and Social Justice (EISJ) discussion, sharing about the following:

- Superintendent Norman shared her experience at the MAISA General Membership Meeting before the MASA conference.
- Superintendent Naomi Norman shared details about ICE activities in the community.

CONSENT AGENDA

Diane Hockett motioned, Dorcas Musili seconded, that the Board of Education approve the minutes and Superintendent's recommendations in the Consent Agenda, as presented.

Voting yes: Steve Olsen, Dorcas Musili, Diane Hockett
Voting no: None.
Motion carried.

Approval of Minutes

The Board approved the minutes of January 13, 2026, regular meeting.

079-25-26

The Board approved the following employment recommendations:

- Catherine Gaschen as a Coordinator of Experiential Learning.
- Michael Olchawa as a Level 1 Support Technical Assistant.

080-25-26

The Board approved the following new position requests:

- Teaching Assistant SCI MS/HS, 1.0 FTE, 205 workdays, Worksite: High Point, Unit I.

081-25-26

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The Board approved the following staff resignations:
- Ashley Hollenbeck, effective January 30, 2026.
- Kimberly McLouth, effective January 30, 2026.

082-25-26
The Board authorized the administration to contract with Wayne Regional Educational Service Agency for a cost not to exceed $48,582.95, as presented.

083-25-26
The Board authorized the administration to contract with Macomb Intermediate School District for a cost not to exceed $34,620.00, as presented.

084-25-26
The Board authorized the administration to contract with Oakland Schools for a cost not to exceed $45,300.00, as presented.

085-25-26
The Board authorized the administration to contract with Eastern Upper Peninsula Intermediate School District for a cost not to exceed $36,220.00, as presented.

086-25-26
The Board authorized administration to contract with Homeroom Education Partners LLC for a cost not to exceed $49,500.00, as presented.

NEW BUSINESS – Updated Head Start/GRSP Policies – First Read: Superintendent Naomi Norman and the Board discussed updates to the following HS/GRSP policies: Establishing a System of Shared Governance, Shared Governance – Composition and Responsibilities of the Policy Council. Trustee Hockett suggested a grammatical change in the Establishing Shared Governance policy. This was a first read, so no action was taken.

NEW BUSINESS – Updated WISD Policies – Second Read: Superintendent Naomi Norman and the Board discussed final changes made to the following WISD policies: Policy #2623 – Student Assessment, Policy #5320 –Immunization, Policy #5330 – Use of Medication, Policy #5350 – Student Health, Well-Being, and Suicide Prevention. Trustee Hockett suggested removing the WorkKeys portion since the law no longer requires it.

Diane Hockett motioned, Dorcas Musili seconded, that the Board of Education approve the updated WISD policies:
- **Policy #2623 – Student Assessment**
- **Policy #5320 – Immunization**
- **Policy #5330 – Use of Medications**
- **Policy#5350 – Student Health, Well-Being and Suicide Prevention**

Voting yes: Steve Olsen, Dorcas Musili, Diane Hockett
Voting no: None.
Motion carried.

NEW BUSINESS – 2026-2027 Early Childhood Selection Criteria: Superintendent Naomi Norman shared the updates to the selection criteria for the 2026-2027 Early Childhood department/

Diane Hockett motioned, Dorcas Musili seconded, that the Board of Education approve the 2026-2027 Selection Criteria for Head Start, Early Head Start and Great Start Readiness Program/Pre-K for All, as presented.

Voting yes: Steve Olsen, Dorcas Musili, Diane Hockett
Voting no: None.
Motion carried.

OTHER ITEMS OF BUSINESS – There were no other items of business.

BOARD OF EDUCATION REPORTS:
Trustees of the Board of Education spoke about the following:
- Trustee Olsen suggested the Board read through Thrun's letter regarding 31aa funding.

ADMINISTRATIVE REPORTS – Superintendent's Report:
Administration spoke about the following:
- Superintendent Norman shared details about the recent snow and cold days.
- Superintendent Norman attended the MLK Luncheon at Eastern Michigan University on 1/19/26 and shared details.
- Superintendent Norman Deputy Superintendent Vannatter shared their experiences at the MASA conference in Kalamazoo.
- Superintendent Norman and Deputy Superintendent Vannatter discussed visiting the Kalamazoo RESA CTE Center.
- Superintendent Norman shared the Talent Together board meeting she attended.
- Superintendent Norman discussed details of the Legislative Breakfast held on 1/26/26.

ADJOURNMENT
The meeting was adjourned at 6:35 PM
Respectfully submitted,

Dorcas Musili, Secretary
Washtenaw ISD Board of Education

Coversheet

Superintendent's Recommendations

Section: VII. Consent Agenda
Item: B. Superintendent's Recommendations
Purpose:
Submitted by:
Related Material: New Hire_E. Keane.pdf
New Hire_E. Koch.pdf

Washtenaw ISD
A REGIONAL EDUCATIONAL SERVICE AGENCY

MEMORANDUM

DATE: February 5, 2026

TO: Cassandra Harmon-Higgins,
Executive Director of Human Resources and Legal Services

CC: Holly Heaviland,
Executive Director, Community & School Partnerships

FROM: Sarah Hierman, Grants & Special Projects Coordinator

SUBJECT: New Hire Recommendation – Ellen Keane

I would like to recommend Ms. Ellen Keane for the open Office Professional II position in the Community & School Partnership Department. Upon acceptance, Ms. Keane's employment would be effective January 6, 2026. Ms. Keane earned a B.A. from Central Michigan University (2010) and has held both managerial and volunteer roles, with leadership on the Lakewood Elementary PTO and Dexter Co-Op Preschool. Her broad experience, attention to detail, and love for working with people makes her a great fit with the Community & School Partnerships department and we are excited to have her join our team!

If approved by the Board, Ellen Keane's salary will be $41,109, Grade 1 Step 2. All other fringe benefits are set forth in the Non-Affiliated Staff Manual.

Please let me know if you require additional information.

Ellen Keane

PROFESSIONAL SUMMARY

Organized and collaborative administrative professional with experience in event coordination, scheduling, reporting, and team support. Skilled at managing communications across multiple stakeholders, maintaining accurate records, and fostering inclusive, service-oriented environments. Strong background in leadership, volunteer management, and cross-functional collaboration.

RELEVANT EXPERIENCE

Lakewood Elementary School PTO, Ann Arbor - *Secretary*

JULY 2024 - PRESENT (Volunteer)

- Maintain detailed and accurate meeting minutes and distribute communications for PTO initiatives
- Coordinate communication and scheduling across multiple school events.
- Support organizational record keeping and compliance for PTO initiatives.
- Collaborate with staff and families to enhance the school environment.

Dexter Co-op Preschool - *Board Member, Session Representative*

JULY 2024 - JULY 2025 (Volunteer)

- Act as liaison between parents and staff, helping to organize the classroom.
- Support communication, classroom scheduling and cooperative operations within the preschool.
- Promote a nurturing and inclusive environment for young children and families.

Starbucks Coffee Company, Ann Arbor - *Store Manager*

2014 - 2018

- Oversaw payroll preparation and scheduling for 20+ employees, ensuring accuracy in hours, overtime and compliance with policies.
- Managed profit and loss statements, budgeting and labor forecasting
  Recruited, trained, and mentored employees, creating a team culture grounded in

service.

- Maintained employee files and handled confidential HR-related information.
- Generated weekly and monthly reports for review and performance tracking.

EDUCATION

Central Michigan University, Mt. Pleasant *- B.A. in Apparel design and Technology. 2010*

SKILLS

Administrative Support & Reporting

Scheduling & Calendar Management

Volunteer & Team Leadership

Confidential Recordkeeping.

Google Workspace (Docs, Sheets, Forms, Calendar).

Adobe Illustrator & InDesign.

Employee Training & Onboarding.

Communication & Team Support.

Multitasking & Problem Solving.

*CPR Certified

Washtenaw I S D

A REGIONAL EDUCATIONAL SERVICE AGENCY

TO: Naomi Norman, Superintendent; WISD Board of Education

FROM: Ryan L. Rowe, Ph.D., CTE Director & CEPD Administrator

DATE: January 9, 2026

RE: New Hire Recommendation – CTE Business Specialist 3

I recommend Emily Koch for employment as a CTE Business Specialist 3. Emily is an accomplished professional with more than 20 years of business experience, most notably the past five years focused on countywide Career Technical Education (CTE) efforts. Emily serves as the South & West Washtenaw Consortium (SWWC) Business Coordinator & County Liaison in her role at Saline Area Schools and the SWWC. She is committed to strengthening and expanding educational opportunities, supporting students, caregivers, and school districts through responsive service, meaningful collaboration, and a strong focus on equity and access.

Emily has supported CTE business operations, efforts, systems, and processes through the SWWC and for all 9 school districts in the county. This includes successfully completing a countywide (Region 23) Technical Review, Assistance, and Compliance (TRAC) audit, a Civil Right Compliance and Review (CRCR) audit, processing business reporting requirements to MDE's Office of Career Technical Education (OCTE), facilitating enrollment, and working with district administration, faculty, and staff in all nine local school districts to facilitate three consecutive years of the 61c1 CTE Equipment Grant totaling over 2.1 million dollars.

If approved by the Board, Emily's salary will be $80,732 - Grade 7, Step 5. All other fringe benefits are set forth in the Non-Affiliated contract.

Please let me know if you require additional information.

CC: Cassandra Harmon-Higgins, Esq. Executive Director of Human Resources

Emily R. Koch

Qualifications Summary

Accomplished professional with more than 25 years of public service and administrative support experience, currently in the fifth year of dedicated work in Career and Technical Education. Committed to strengthening and expanding educational opportunities by supporting students, caregivers, and school districts through responsive service, meaningful collaboration, and a strong focus on equity and access. Recognized for exceptional attention to detail, advanced organizational capabilities, and clear, effective communication. Known for a positive, energetic, and welcoming demeanor, with the ability to work independently or collaboratively to help build inclusive, student-centered systems where all learners can thrive. Experienced in budget and grant management, meeting critical deadlines, maintaining confidentiality, and coordinating complex office operations in fast-paced environments. Highly motivated and dedicated to fostering strong working relationships that contribute to long-term student success. Proficient in Google Workspace, Microsoft Office Suite, Adobe, PowerSchool, New World, Informed K12, and ParentSquare.

Professional Experience

Saline Area Schools • South & West Washtenaw Consortium • Saline, MI • 2021-Current
Business Coordinator & County Liaison 2023-current
Administrative Assistant 2021-2023

- Coordinate Career and Technical Education (CTE) programming across the six school districts of the South & West Washtenaw Consortium (SWWC), supporting faculty, staff, students and caregivers across 23 SWWC programs
- Create and share processes to improve training and procedural understanding within the SWWC Administrative Office
- Facilitate budget meetings with instructional staff and assist in preparing and managing the SWWC budget in collaboration with the SWWC Director and Assistant Superintendent of Finance
- Coordinate and manage purchasing through 61a(1) Added Cost funds, 61c(1) CTE Equipment Grant funds, and Carl D. Perkins Grant allocations for the SWWC and Washtenaw County CTE programs, collaborating with District Finance Directors, the WISD Grants Coordinator, and the CEPD Administrator to ensure all deadlines and reporting requirements are met
- Prepare and manage purchase orders, process invoices and reimbursements, and communicate with vendors to obtain quotes, negotiate pricing, and place orders using New World and Informed K12
- Create and manage student applications and facilitate enrollment across six districts, maintaining regular communication with counseling staff to balance enrollment and maximize CTE opportunities for students
- Organize student data from SWWC districts, create class sections, balance numbers, and enroll students into PowerSchool, collaborating with technology teams for data import
- Coordinate logistics for student field trips, applied and experiential learning, and Career and Technical Student Organization (CTSO) competitions and events, including transportation, registration, permissions, and related planning

- Collaborate with Washtenaw County Finance Directors to organize accurate CTE expenditure data and complete the state-required CTEIS Expenditures report
- Assist with the Technical Review, Assistance, and Compliance (TRAC) Audit and Civil Rights Compliance Review (CRCR) by completing training, compiling and verifying required data, and ensuring accurate and timely submission of state reporting
- Organize SWWC district and master calendars, coordinating schedules to maximize instructional time across all districts
- Support facilitation of SWWC meetings and events including Open House and Student Recognition events
- Prepare documents and presentations, and update and maintain the SWWC website and forms
- Utilize Informed K12 to digitize paper forms and train CTE staff, enhancing organization and efficiency
- Assist with annual CTE teacher bootcamp, ensuring instructors are able to access the CTE Portal, Grant Electronic Monitoring System (GEMS) and the state-required CIP Self-Review process
- Create contact lists in ParentSquare and support teachers with student and family communication
- Assist with fall and spring Count Day procedures, ensuring timely and accurate data reporting
- Partner with SWWC stakeholders to promote equitable access and a high-quality, inclusive experience in CTE programs

Saline District Library • Saline, MI • 2017-2021
Youth Assistant

- Planned, prepared, and led inclusive library programs for children ages 2–12, fostering early literacy and equitable access to learning opportunities
- Responded to reference questions and provided tailored reader's advisory to support diverse learning needs and interests
- Reviewed incoming media for the library collection and promoted materials through displays
- Shelved and retrieved books using the library filing system, maintaining an organized and navigable environment for students and caregivers
- Developed and delivered summer reading presentations at area elementary schools, engaging students and teachers while promoting literacy and participation
- Coordinated and edited the weekly eNewsletter and produced social media content to expand outreach and access to library programs
- Produced virtual programming during pandemic-related library closures, providing opportunities for learners to engage with educational content remotely

Arbor Research Collaborative for Health • Ann Arbor, MI • 2016
Administrative Assistant II

- Provided administrative support to senior staff including scheduling, travel arrangements, expense reports and cataloging research documents
- Provided front desk support, managing multi-line phone system, visitor assistance, package handling, and general office support

- Acted as liaison for vendor services and products
- Managed office operations, including supply procurement, facilities upkeep, security support, and meeting/training coordination.

Rehmann • Ann Arbor, MI • 2014-2015
Document Management Specialist

- Formatted and proofed financial statements and related documents, using constant attention to detail
- Prepared completed documents for distribution to accounting team and clients
- Scanned and filed incoming documents
- Worked within multiple software systems and changing technologies
- Frequently re-organized workload based on changing priorities throughout the day and week

Medical Advantage Group • Ann Arbor, MI • 2012-2014
Administrative Assistant

- Coordinated internal and external meetings and prepared meeting packets
- Developed and maintained spreadsheets for data tracking; collated data and prepared reports
- Scheduled reservations, catering and made travel arrangements
- Managed executive calendars using Microsoft Outlook and Google Calendar
- Maintained a clean and organized professional environment including monitoring inventory and ordering office supplies

St. Joseph Mercy Hospital • Ann Arbor, MI • 2005-2012
Unit Clerk, 2008-2012
Patient Services Assistant, 2005-2008

- Processed paperwork for patient admission and optimized scheduling procedure, improving wait times
- Developed procedures for training of new clerical staff and managed and improved file organization
- Developed spreadsheets for statistical data collection and entry
- Managed appointments and developed memos for manager and staff and drafted correspondence
- Recorded, processed, and distributed meeting minutes

Education

Washtenaw Community College • Ann Arbor, MI • 2007-2008
General Education - Dean's List

Oakland Community College • Farmington Hills, MI • 2000-2001
General Education - Dean's List

South Lyon High School • South Lyon, MI • 1995-1999
High School Diploma

Coversheet

Superintendent's Recommendations

Section:	VII. Consent Agenda
Item:	C. Superintendent's Recommendations
Purpose:	
Submitted by:	
Related Material:	Resignation_S. Mann.pdf

Washtenaw I S D

A REGIONAL EDUCATIONAL SERVICE AGENCY

TO: Naomi Norman, Superintendent; WISD Board of Education

FROM: Cassandra Harmon-Higgins, Esq. Executive Director of Human Resources

DATE: February 10, 2026

RE: Resignation Notification

Attached please find Stephanie Mann's letter of resignation, effective February 5, 2026. Stephanie has been employed with the WISD since August 24, 2020, first as an Early Intervention Home Visitor and most recently as the Help Me Grow Specialist.

The Administration recommends that the Board accepts Stephanie's letter of resignation. We wish her well in her future endeavors.

CC: Cherie Vannatter, Deputy Superintendent
Brian Marcel, Associate Superintendent
File

1819 S. WAGNER RD. P.O. BOX 1406 ▪ ANN ARBOR, MI 48106-1406 ▪ (734) 994-8100 ▪ WWW.WASHTENAWISD.ORG

1/20/2026

Dear Alicia Kruk, Althea Wilson, and Edward Manuszak,

I am writing to formally resign from my position as Help Me Grow Coordinator with Washtenaw ISD effective February 5, 2026.

This decision was not made lightly. I appreciate the opportunity to have remained in my current role and am grateful for the experiences, support, and professional growth I have gained during my time with the organization.

Thank you again for the opportunity to be part of the team. I wish you and the organization continued success.

Sincerely,

Stephanie Mann

Coversheet

Superintendent's Recommendations

Section: VII. Consent Agenda
Item: D. Superintendent's Recommendations
Purpose:
Submitted by:
Related Material: Y Ruiz_Board Memo 020326.pdf
Arch of Self, LLC Company Contract L2L Conference 2026 - Preview.pdf

Washtenaw I S D
A REGIONAL EDUCATIONAL SERVICE AGENCY

TO: Naomi Norman, Superintendent; Jennifer Banks, Ph.D., Director of Instruction; WISD Board of Education

FROM: Dawn L. Stewart, Supervisor of Instructional Supports

DATE: February 3, 2026

RE: Dr. Yolanda Sealey-Ruiz, Arch of Self, LLC Contracted Services Agreement for 2025-2026

The administration requests approval to contract Dr. Yolanda Sealey-Ruiz, Arch of Self, LLC to develop and facilitate a 60-minute keynote presentation, a 90-minute breakout session, and to participate in a 60-minute panel discussion at the 2026 Leading to Liberate Conference.

The total contract value is $23,000.00 for the period February 17, 2026, through March 17, 2026. This follows a prior contract with Arch of Self, LLC in August 2025 for the Educator Conference in the amount of $15,000.00, bringing the cumulative total to $38,000.00, which exceeds the current board-approved limit. This contract will be fully funded by the Section 23h Improving Teaching and Learning in Mathematics grant and will not impact the general fund.

Dr. Sealey-Ruiz is an award-winning educator, scholar, and poet whose work focuses on racial literacy development, culturally responsive pedagogy, and educational equity for historically marginalized students. She is a Professor of English Education at Teachers College, Columbia University and holds degrees from New York University and Teachers College. She has authored and co-authored numerous publications, including *Activating Racial Literacy Among Black and Latino Male High School Students*.

Dr. Sealey-Ruiz's work aligns with the EISJ policy by equipping educators with strategies to create inclusive, culturally responsive learning environments that support marginalized students and help reduce educational disparities.

Dr. Jennifer Banks is available if you have any questions.

WASHTENAW INTERMEDIATE SCHOOL DISTRICT

CONTRACTED SERVICES AGREEMENT - COMPANY

This agreement is made this 11th day of February, 2026 by and between Washtenaw Intermediate School District, hereinafter referred to as WISD or District, and Arch of Self, LLC, hereinafter referred to as Contractor.

It is the intention of the parties hereto to enter into an Agreement defining the nature and extent of the duties to be performed by the Contractor, the place where the services are to be performed and the time limitation on the performance of the duties.

SECTION I – SCOPE OF SERVICES

Now, therefore, in consideration of payment to the Contractor of the sums specified in Section II, the Contractor does hereby agree as follows:

1. The Contractor shall commence performance of the duties in Section I, Number 2 no earlier than 02/17/2026. Once this contract is implemented, the ending date for providing services shall be 03/17/2026.

2. The Contractor agrees shall provide the following pre-conference preparation and in-person professional learning services during the conference, scheduled from 8:30 a.m. to 3:30 p.m., at Laurel Manor in Livonia, Michigan:

   Duty 1:

   Conduct (2) virtual planning meetings with the organizing team to discuss key themes, audience needs, and conference goals to ensure a customized and impactful session.

   Duty 2:

   Plan and faciliate opening keynote presentation titled, Change We Need: Building Racial Literacy, Healing-Centered, and Culturally Responsive Education Systems. This keynote will introduce racial literacy, healing-centered education, and culturally responsive systems as interconnected foundations for equitable education. The presentation will explore how power, bias, and educator identity influence policies, practices, and student experiences, and will emphasize healing-centered approaches as a shift from exclusionary practices toward systems of belonging. Participants will be invited to reflect on their personal and professional roles in sustaining culturally responsive, student-centered learning environments

   Duty 3:
   Pan and faciliate 90 minute break session entitled, Archaeology of Self: Tracing Place, Identity, and the Roots of Our Pedagogy.This breakout session will engage educators in examining how upbringing and place shape early understandings of race, class, and values. Using the Archaeology of Self® framework, participants will reflect on how formative experiences influence teaching practices, leadership approaches, and relationships with students. Through guided reflection and collaborative discussion, educators will identify values rooted in their personal histories and consider how those values show up in their classrooms and schools. The session will support increased self-awareness, strengthen racial literacy, and promote more culturally responsive and equitable learning environments.

Duty 4:
Participate as a panelist in conference session addressing culturally responsive education and related practices, contributing professional expertise to support participant understanding and application.

Duty 5:
Participate in a post-conference debrief meeting with conference leadership to reflect on outcomes and discuss future professional learning opportunities.

3. The Contractor shall provide, at the request of WISD, periodic progress reports detailing the tasks accomplished and the tasks remaining to be accomplished to complete full performance of the Contractor's duties as described.

4. The Contractor **may be required** to undergo a criminal background check by having fingerprints scanned electronically and submitted to the Michigan State Police. The Contractor will be responsible for payment of the fingerprinting service.

5. The Contractor must also comply with Public Act 131 of 2005, which details the procedure to follow if the Contractor, or any individuals working on behalf of the Contractor, has/have been charged with a crime listed under Section 1535a (1) of the Michigan School Code, or a violation of a substantially similar law of another state, a political subdivision of this state or another state, or of the United States.

SECTION II - COMPENSATION

WISD does hereby agree as follows:

1. The maximum consideration for the Contractor's services as described in Section I shall be $ 23,000.00 including all related expenses, including travel expenses outlined in Section III.

2. The above consideration for the Contractor's services is based on the time reasonably expended by the Contractor to complete the tasks herein above described in Section I.

3. The Contractor shall submit an invoice describing the services, including dates and hours of work, for part payment of the contract price not more frequently than once per month. The contractor shall submit an invoice requesting payment no more than thirty (30) days after the work has been performed. Invoices submitted after this date may not be paid.

4. The Contract is retained by WISD only for the purposes and to the extent sent forth in this Agreement, and the Contractor's relationship to WISD shall, during the life of this Agreement, be that of an independent contractor. As such, WISD agrees that the Contractor shall be free to dispose of such portion of his/her entire time, energy, and skill during regular business hours that s/he is not obligated to devote to WISD in such manner as the Contractor sees fit. The Contractor shall not be considered as having an employee status or as being entitled to participate in any plans, arrangements, or distributions by WISD pertaining to or in the connection with any fringe, pension, bonus or similar benefits for the WISD's regular employees. WISD will not withhold or pay any sums, state, federal or local taxes, FICA, Michigan School Employees Retirement, MESC insurance, or worker's compensation insurance, unless required by law. The Contractor agrees to hold WISD harmless for the payment of such sum, interest, penalties or costs in the collection of same. Nothing in this agreement shall be construed to interfere with or otherwise affect rendering of services by the Contractor in accordance with its professional judgment.

5. The contractor has not been debarred, excluded or disqualified[1] under the non-procurement common rule, or otherwise declared ineligible from receiving Federal funds, contracts, certain subcontracts, and certain Federal assistance/benefits.

6. WISD acknowledges that the Contractor has no responsibility for the supervision of any WISD personnel in carrying out his/her contractual functions, and any recommendations made by the Contractor (other than in treating patients whom s/he has examined,) will require independent judgment of WISD prior to being effectuated.

7. WISD agrees that the Contractor shall have access to WISD premises at such time as is necessary for the Contractor to perform the above described tasks. However, WISD may require at least a one week's prior notice relating to the use of certain facilities.

8. In compliance with federal requirements, payments shall be made to a vendor on a reimbursement basis for services delivered; not as a prepayment.

9. WISD agrees to promptly pay the invoices submitted by the Contractor upon verification of the rendering of the services and within 30 calendar days from receipt in the WISD's Business Office.

10. WISD agrees to report to the Internal Revenue Service all amounts paid or reimbursed for services of the Agreement in conjunction with the legal requirements.

SECTION III – OTHER CONSIDERATIONS

1. All expenses for travel and mileage as a result of rendering the services identified in Section I are the responsibility of the Contractor. However, WISD may ask the Contractor to incur travel expenses not foreseen prior to the execution of this contract. If this occurs, WISD pre-approved travel costs associated with this Contract will be paid by WISD at a rate to be determined by WISD. Such travel expenses must be submitted under the guidelines established by WISD, including expense submission dates and inclusion of detailed receipts.

2. Nothing in this Agreement shall be considered to create the relationship of employer and employee between the parties at any time during the life of this Agreement.

3. The WISD shall retain ownership interest in any of the following three (3) circumstances:

    1. The WISD expressly directs the Contractor to create a specified work (electronic or otherwise) or the work is a specific requirement of the contract;

    2. Any documents (electronic or otherwise) created and or developed by the Contractor while under contract with the WISD; or

    3. The Contractor voluntarily transfers the copyright, in whole or in part to the WISD in the form of a written document signed by said Contractor.

4. The work done by the Contractor shall be to the entire satisfaction of WISD. Should the Contractor unsatisfactorily perform the duties, WISD may cancel the Agreement and the Contractor shall have no claim for any of the balance of the contract price remaining to be paid at date of termination other than amounts related to services provided prior to termination.

5. Either party may terminate this Agreement by giving the other 30 days advance written notice.

6. WISD may change the duties of the Contractor as above described, but such change shall not be a substantial alternation of the Contractor's duties, nor can such change be made without the input of the Contractor.

SECTION IV – INSURANCE COVERAGE

In the event that the Contractor uses motor vehicles in the course of performing the services above described, the Contractor shall provide to WISD proof of public liability insurance and property damage insurance in such sums as shall be deemed appropriate by WISD.

The Contractor shall maintain at his/her own expense during the term of this Contract, the following insurance:

1. Workers' Compensation Insurance with Michigan statutory limits of Employers' Liability Insurance with a minimum limit of $500,000 each accident;

2. Comprehensive General Liability Insurance with a combined single limit of $1,000,000 each occurrence, $1,000,000 aggregate, for bodily injury and property damage. The policy shall include blanket contractual and liability and personal injury coverage.

The Contractor understands that WISD's liability insurance policies may not afford any coverage for any work associated with this contract. Therefore, the Contractor agrees to hold WISD harmless 1) for any sum related to the cost of liability insurance, 2) from any and all liabilities, claims, liens, demands and costs, of whatsoever kind and nature, and 3) from any associated attorney fees, arising out of the performance of the work described in Section I. The Contractor shall obtain and provide proof of public liability insurance in such sums as shall be deemed appropriate by WISD unless specific written exemption is provided by the Assistant Superintendent, Business Services. Neither party shall be responsible for any action or inaction of the other party or its officers, agents, or employees, nor for insurance costs or legal fees, related thereto.

SIGNATURES

The Contractor acknowledges by his/her signature that he/she has read the Agreement and understands same and agrees this contract constitutes the total agreement between the parties and that anything not included in this contract is expressly excluded.

Agreed to on by:

SIGNATURE AREA

Yolanda Sealey-Ruiz, PhD, Arch of Self, LLC

SIGNATURE AREA

Supervisor of Instructional Supports, Washtenaw Intermediate School District

SIGNATURE AREA

Director of Instruction, Washtenaw Intermediate School District

SIGNATURE AREA

Superintendent, Washtenaw Intermediate School District

Coversheet

Superintendent's Recommendations

Section:	VII. Consent Agenda
Item:	E. Superintendent's Recommendations
Purpose:	
Submitted by:	
Related Material:	Board memo Toyota donation 2026.pdf

Washtenaw I S D
A REGIONAL EDUCATIONAL SERVICE AGENCY

TO: Naomi Norman, Superintendent & the WISD Board of Education

FROM: Jamall Bufford, WMBK, Supervisor

DATE: January 28, 2026

RE: Toyota R&D Community Donation

I'm recommending that the WISD board accept the Toyota R&D Community Donation on behalf of Washtenaw My Brother's Keeper (WMBK). The term is a one-time donation of $10,000. This funding is designed to support the expansion of WMBK, a county-wide transformation and collective empowerment collaborative of men of color.

WMBK plans to utilize the grant funds to continue to uplift and empower young men of color through social-emotional support, and through workforce development opportunities. WMBK shall provide services to establish one or more of the cradle to career pathways of success for young men of color in Washtenaw County. Including, using tools such as cross-sector partnerships, holding space for intergenerational connection, community-based planning, and advocacy to transform the lives of boys and men of color. We would like to use these funds to further support our Youth Ambassador peer mentoring program between middle school youth and high school youth.

Please feel free to contact me with any questions about the work of WMBK or this funding.

Coversheet

Superintendent's Recommendations

Section:	VII. Consent Agenda
Item:	F. Superintendent's Recommendations
Purpose:	
Submitted by:	
Related Material:	board memo Family Engagement 35i Jackson ISD passthrough.pdf Jakson ISD Literacy Hub Contract 1025 93026.pdf

Washtenaw I S D
A REGIONAL EDUCATIONAL SERVICE AGENCY

DATE: February 4, 2026

TO: Washtenaw ISD Board of Education

CC: N. Norman, Superintendent; H. Heaviland, Executive Director, Community School Partnerships

FROM: Margy Long, Director, Success by 6 Great Start Collaborative

SUBJECT: 35iFamily Engagement grant– Early Literacy Hub funds to Jackson ISD

WISD was awarded the 35i Family Engagement grant. The previous Early Literacy Hub grant now a part of the 35i grant includes funds going to each of the ISD's in our region (Washtenaw, Jackson, Monroe, Livingston, Hillsdale, Lenawee) to support early literacy, (birth to 5th grade) with books and early literacy materials.

It was decided to have Jackson ISD, the former fiduciary for the Early Literacy Hub grant, continue to administer the funds for this part of the grant. The pass through to Jackson ISD is $120,000 which includes $17,500 for each of the six ISD's in Region 9, and an additional $15,000 to Jackson ISD for the administration of the grants.

Please let me know if you have questions about this contract.

Washtenaw I S D
A REGIONAL EDUCATIONAL SERVICE AGENCY

CONTRACTED SERVICES AGREEMENT – COMPANY CONTRACTOR

NOTES:

The Washtenaw Intermediate School District ("WISD") Board policy requires formal Board approval when the District enters into contracted services agreements ***over*** the bidding threshold established in state law (which is adjusted annually). For contracts through September 30, 2024, that limit is $29,572.[1]

Contracted services agreements ***below*** the threshold amount are approved by the Superintendent (or her designee).

PROCEDURES: (all must be completed before employment begins)

1) Submit to the Human Resources Department as one packet: **Date Submitted: __1/26/26__________**

☐ Completed Criminal History Record Information ("CHRI") determination form, listing each contracted employee.

☐ Completed Registry of Educational Personnel (REP) form – **MANDATORY, if CHRI is needed**.

☐ Completed (top section) "Authorization for Contract" form, indicating Contact name at bottom.

☐ Contracted Services Agreement (with company and requestor administrator's signature and date):

A. CHRI

- If CHRI is not required, Signed forms will be returned to (requestor) Department within three (3) work days of **receipt**.
- If CHRI is required, HR will notify the requestor Department via email with instructions for the contractor within three (3) work days of receipt. Signed forms will be returned to Department AFTER CHRI has been received. [Note: The turnaround time is dependent on the contractors going to be fingerprinted or signing a release (if applicable)].

B. REP

- If CHRI is required, please complete the **REP form;** individuals regularly/continuously employed in school facilities and/or working with youth must be reported to the State.

2) Submit to the Assistant Superintendent of Administrative & Support: **Date Submitted: ____________**

☐ Completed packet from Step 1. If Liability insurance is not required, the Assistant Superintendent of Administrative & Support Services will initial the Contractor Checklist indicating waiver.

☐ Proof of Public Liability Insurance

- Signed packet will be returned to the department within three (3) work days of **receipt**. **You must have the HR and Business Office endorsements before submitting to the Superintendent.**

3) Submit to the Superintendent: **Date Submitted: ____________**

☐ Completed packet with signatures obtained in Steps 1 and 2.

- If contract is over the bidding threshold, it will be placed on the next Board of Education meeting agenda for approval. Following approval, the "Contracted Services Agreement" will be signed by Board of Education President, Secretary, and Superintendent; then it is returned to the requestor Department.
- If below the bidding threshold, the Superintendent will review and either approve or deny the "Contracted Services Agreement"; then it is returned to the requestor Department.

4) Submit ORIGINAL to Human Resources and one (1) copy to the Business Office:

Date Submitted: ____________

☐ **Original, fully signed contract packet with all forms listed on "Authorization for Contract" form.**

It is the responsibility of the requestor Department to distribute copies of the contract to the appropriate individuals.

1 MCL 380.623a, 380.1267, 380.1274

Washtenaw I S D
A REGIONAL EDUCATIONAL SERVICE AGENCY

DATE: January 15, 2026

TO: Cassandra D. Harmon-Higgins, Esq.
Executive Director, Human Resources and Legal Services

FROM: Margy Long

SUBJECT: Criminal History Record Information ("CHRI") for Contractor / Student Worker / Volunteer

The Department of_____CSP____________ or (School/Program) is offering a contracted position or non-paid volunteer assignment to the individual listed below; please let me know if CHRI is required.

(please circle one) Contractor/Volunteer/Student (First and Last Name)	
Contract Firm/Company	Jackson Intermediate School District
Duration of Assignment	Effective Date; October 1, 2025- Sept. 30, 2026
Primary Site Assignment	N/A
Age (Student Worker ONLY)	Student Age:
Will this individual receive compensation?	N/A
Will this individual be sent out to any other district? (i.e. Dexter, A2, etc.)	No
Will this individual have access to any other WISD location? (i.e. High Point, etc.)	N/A
Will this individual have direct contact/access to students?	No
Will this individual have indirect contact/access to students?	No
Will this individual have unsupervised access to students?	No

COMPLETED BY HR:

CHRI Needed: Yes ☐ No ☐

HR CHRI Determination code: ______ MSP Reason Code: _______ (e.g. SE, CPE, CPV)

Executive Director of HR (or HR Supervisor):______________________________Date: _______________
HR CHRI Determination Codes: (1) Continuous employment; (2) Unsupervised Direct Student Access; (3) Indirect Student Access
Copy: WISD Fingerprinting Office
HR / CDHH / May 2017

Washtenaw I S D
A REGIONAL EDUCATIONAL SERVICE AGENCY

AUTHORIZATION FOR COMPANY CONTRACT

	is authorized to issue the attached contract with
(*WISD Staff*) Margy Long	
(Contractor – Please Print) Jackson County Intermediate School District	
Person(s) providing services for Contractor	
ACCOUNT #	**AMOUNT**
11.1441.8220.000.2804.00000.0000	*$*120,000
2.	*$*
ACCOUNT NAME: Payment to another public school	
TOTAL $120,000	**Contract Dates: Oct. 1, 2025- Sept. 30, 2026**
Contact Name: Sandra White	
Address: 6700 Browns Lake Rd., Jackson, MI 49201	
Phone:517-768-5200	**Fax:**
E-mail: Sandra.white@jcisd.org	

Contractor Checklist		
Complete & Submit the following, when applicable, with the contract.		
	Contract:	Original to the Human Resources Department (Traci Talley, HR Legal Assistant))
	Contract:	Copy to the Business Office (Vanessa Horning, Accountant or Jack Millina, Accountant)
	CHRI on File in HR	C. Harmon-Higgins, Exec Director of HR &Legal________________/Date:____________
	Location of Assignment:	
	REP Information Form:	
	Proof of Public Liability Insurance: Brian Marcel, Asst. Supt.________________/Date:____________	
	W-9 (if required) On File	
	Board Approval (if $29,572.00 or above) Date: ______________ / Initials: __________	
Contract prepared by:		
	(*WISD Staff Name*)	

Superintendent's Signature:____________________________________**Date:**________________

WASHTENAW INTERMEDIATE SCHOOL DISTRICT
CONTRACTED SERVICES AGREEMENT - COMPANY

This agreement is made this 1st day of Oct. 2025 by and between Washtenaw Intermediate School District, hereinafter referred to as WISD or District, and Jackson County Intermediate School District, hereinafter referred to as Contractor.

It is the intention of the parties hereto to enter into an Agreement defining the nature and extent of the duties to be performed by the Contractor, the place where the services are to be performed and the time limitation on the performance of the duties.

SECTION I – SCOPE OF SERVICES

Now, therefore, in consideration of payment to the Contractor of the sums specified in Section II, the Contractor does hereby agree as follows:

1. The Contractor shall commence performance of the duties in Section I, Number 2 no earlier than Oct. 1, 2025. Once this contract is implemented, the ending date for providing services shall be Sept. 30, 2026

2. The Contractor agrees to perform the following duties and any necessary tasks incident to full performance of the described duties:

    - Provide $17,500 grant funds to the six (6) Intermediate School Districts (ISD's) in Region 9 (a total of $105,000) for allowable expenditures to continue the work of the established Literacy Support Network Hub which are designed to support early literacy from birth through fifth grade as part of the Family Engagement Centers.

    - Use the remaining $15,000 to administer and disburse the grant funds to the Region 9 ISD's. Ensure that the six ISD's in Region 9 provide documentation for spending $17,500 on books or literacy materials for children birth to fifth grade, or early literacy professional development for those teaching children birth through fifth grade, or other activities that support children's literacy development.

    - Provide documentation of the expenditures of the $120,000 no later than Oct. 31, 2026

3. The Contractor shall provide, at the request of WISD, periodic progress reports detailing the tasks accomplished and the tasks remaining to be accomplished to complete full performance of the Contractor's duties as described.

4. Prior to any work being completed on WISD grounds, individuals working for the Contractor **may be required** to undergo a criminal background check by having fingerprints scanned electronically and submitted to the Michigan State Police. A list of all such employees must be provided to WISD by the Contractor as **Attachment A.** The Contractor will be responsible for payment of the fingerprinting service. (The proper forms must be obtained by the HR Department. Specific written exemption of the fingerprint requirement must be provided by the WISD Executive Director of Human Resources and Legal Services, in compliance with School Safety Legislation and WISD Board Policy).

5. The Contractor must also comply with Public Act 131 of 2005, which details the procedure to follow if the Contractor, or any individuals working on behalf of the Contractor, has/have been

charged with a crime listed under Section 1535a (1) of the Michigan School Code, or a violation of a substantially similar law of another state, a political subdivision of this state or another state, or of the United States.

SECTION II -COMPENSATION

WISD does hereby agree as follows:

1. The maximum consideration for the Contractor's services as described in Section I shall be **$_120,000,** including all related expenses, including travel expenses outlined in Section III.

2. The above consideration for the Contractor's services is based on the time reasonably expended by the Contractor to complete the tasks herein above described in Section I and is based on a rate of **$__N/A___per hour** of time expended.

3. The Contractor shall submit an invoice describing the services, including dates and hours of work, for part payment of the contract price not more frequently than once per month. The contractor shall submit an invoice requesting payment no more than thirty (30) days after the work has been performed. Invoices submitted after this date may not be paid.

4. The Contract is retained by WISD only for the purposes and to the extent sent forth in this Agreement, and the Contractor's relationship to WISD shall, during the life of this Agreement, be that of an independent contractor. As such, WISD agrees that the Contractor shall be free to dispose of such portion of his/her entire time, energy, and skill during regular business hours that s/he is not obligated to devote to WISD in such manner as the Contractor sees fit. The Contractor shall not be considered as having an employee status or as being entitled to participate in any plans, arrangements, or distributions by WISD pertaining to or in the connection with any fringe, pension, bonus or similar benefits for the WISD's regular employees. WISD will not withhold or pay any sums, state, federal or local taxes, FICA, Michigan School Employees Retirement, MESC insurance, or worker's compensation insurance, unless required by law. The Contractor agrees to hold WISD harmless for the payment of such sum, interest, penalties or costs in the collection of same. Nothing in this agreement shall be construed to interfere with or otherwise affect rendering of services by the Contractor in accordance with its professional judgment.

5. The contractor has not been debarred, excluded or disqualified[1] under the non-procurement common rule, or otherwise declared ineligible from receiving Federal funds, contracts, certain subcontracts, and certain Federal assistance/benefits.

6. WISD acknowledges that the Contractor has no responsibility for the supervision of any WISD personnel in carrying out his/her contractual functions, and any recommendations made by the Contractor (other than in treating patients whom s/he has examined,) will require independent judgment of WISD prior to being effectuated.

7. WISD agrees that the Contractor shall have access to WISD premises at such time as is necessary for the Contractor to perform the above described tasks. However, WISD may require at least a one week's prior notice relating to the use of certain facilities.

8. In compliance with federal requirements, payments shall be made to a vendor on a reimbursement basis for services delivered; not as a prepayment.

9. WISD agrees to promptly pay the invoices submitted by the Contractor upon verification of the rendering of the services and within 30 calendar days from receipt in the WISD's Business Office.

10. WISD agrees to report to the Internal Revenue Service all amounts paid or reimbursed for services of the Agreement in conjunction with the legal requirements.

[1] Verified via the government System for Award Management (SAM) website: https://www.sam.gov/portal/SAM/#1

SECTION III – OTHER CONSIDERATIONS

1. All expenses for travel and mileage as a result of rendering the services identified in Section I are the responsibility of the Contractor. However, WISD may ask the Contractor to incur travel expenses not foreseen prior to the execution of this contract. If this occurs, WISD pre-approved travel costs associated with this Contract will be paid by WISD at a rate to be determined by WISD. Such travel expenses must be submitted under the guidelines established by WISD, including expense submission dates and inclusion of detailed receipts.

2. Nothing in this Agreement shall be considered to create the relationship of employer and employee between the parties at any time during the life of this Agreement.

3. The WISD shall retain ownership interest in any of the following three (3) circumstances:
   i. The WISD expressly directs the Contractor to create a specified work (electronic or otherwise) or the work is a specific requirement of the contract;
   ii. Any documents (electronic or otherwise) created and or developed by the Contractor while under contract with the WISD; or
   iii. The Contractor voluntarily transfers the copyright, in whole or in part to the WISD in the form of a written document signed by said Contractor.

4. The work done by the Contractor shall be to the entire satisfaction of WISD. Should the Contractor unsatisfactorily perform the duties, WISD may cancel the Agreement and the Contractor shall have no claim for any of the balance of the contract price remaining to be paid at date of termination other than amounts related to services provided prior to termination.

5. Either party may terminate this Agreement by giving the other 30 days advance written notice.

6. WISD may change the duties of the Contractor as above described, but such change shall not be a substantial alternation of the Contractor's duties, nor can such change be made without the input of the Contractor.

SECTION IV – INSURANCE COVERAGE

In the event that the Contractor uses motor vehicles in the course of performing the services above described, the Contractor shall provide to WISD proof of public liability insurance and property damage insurance in such sums as shall be deemed appropriate by WISD.

The Contractor shall maintain at his/her own expense during the term of this Contract, the following insurance:

1.) Workers' Compensation Insurance with Michigan statutory limits of Employers' Liability Insurance with a minimum limit of $500,000 each accident;

2.) Comprehensive General Liability Insurance with a combined single limit of $1,000,000 each occurrence, $1,000,000 aggregate, for bodily injury and property damage. The policy shall include blanket contractual and liability and personal injury coverage.

The Contractor understands that WISD's liability insurance policies may not afford any coverage for any work associated with this contract. Therefore, the Contractor agrees to hold WISD harmless 1) for any sum related to the cost of liability insurance, 2) from any and all liabilities, claims, liens, demands and costs, of whatsoever kind and nature, and 3) from any associated attorney fees, arising out of the performance of the work described in Section I. The Contractor shall obtain and provide proof of public liability insurance in such sums as shall be deemed appropriate by WISD unless specific written exemption is provided by the Assistant Superintendent, Business Services. Neither party shall be responsible for any action or inaction of the other party or its officers, agents, or employees, nor for insurance costs or legal fees, related thereto.

SIGNATURES

The Contractor acknowledges by his/her signature that he/she has read the Agreement and understands same and agrees this contract constitutes the total agreement between the parties and that anything not included in this contract is expressly excluded.

Agreed to on____, 20___

______________________________________ DATE ____________________
Contractor (Company)

______________________________________ DATE____________________
Department Head

______________________________________ DATE ____________________
Washtenaw Intermediate School District

______________________________________ DATE ____________________
Washtenaw Intermediate School District

______________________________________ DATE ____________________
Washtenaw Intermediate School District

LISTING OF ALL EMPLOYEES OF THE CONTRACTOR WORKING ON WISD GROUNDS

Full Name (Last, First, Middle)	Job Title/Position/Responsibility
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Use additional sheet(s) if necessary

Washtenaw ISD
A REGIONAL EDUCATIONAL SERVICE AGENCY

REGISTRY OF EDUCATIONAL PERSONNEL (REP Form)

CONTRACTOR'S INFORMATION

ALL FIELDS ARE REQUIRED

Contracted Position: ______________________________

Have you previously been contracted with WISD ☐ Yes ☐ No

Full Name: ______________________________ Date: __________
Last *First* *M.I.*

Date of Hire: __________ Social Security No.: __________ Date of Birth: __________

Gender: __________ Ethnicity: __________

Email: __________ Phone #: __________

Start Date: __________ End Date: __________

Highest Level of Education/School: __________ School Attended: __________

Select Best Option to Reflect Work Schedule:

☐ Hours/Week __________

☐ Intermittent Schedule

☐ Total Expected Hours __________

TEACHER CREDENTIAL INFORMATION (if applicable)

Credential/License #: ______________________________

Type of Credential/License: ______________________________

Date Issued: ______________________________

Expiration Date: ______________________________

Form **W-9**
(Rev. December 2014)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer Identification Number and Certification

Give Form to the requester. Do not send to the IRS.

Print or type
See **Specific Instructions** on page 2.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.

2 Business name/disregarded entity name, if different from above

3 Check appropriate box for federal tax classification; check only **one** of the following seven boxes:
☐ Individual/sole proprietor or single-member LLC ☐ C Corporation ☐ S Corporation ☐ Partnership ☐ Trust/estate
☐ Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) ▸
Note. For a single-member LLC that is disregarded, do not check LLC; check the appropriate box in the line above for the tax classification of the single-member owner.
☐ Other (see instructions) ▸

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):
Exempt payee code (if any)
Exemption from FATCA reporting code (if any)
(Applies to accounts maintained outside the U.S.)

5 Address (number, street, and apt. or suite no.)

Requester's name and address (optional)
Washtenaw ISD
1819 S. Wagner Rd
Ann Arbor, MI 48106

6 City, state, and ZIP code

7 List account number(s) here (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

Note. If the account is in more than one name, see the instructions for line 1 and the chart on page 4 for guidelines on whose number to enter.

Social security number

☐☐☐ – ☐☐ – ☐☐☐☐

or

Employer identification number

☐☐ – ☐☐☐☐☐☐☐

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
3. I am a U.S. citizen or other U.S. person (defined below); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions on page 3.

Sign Here **Signature of U.S. person** ▸ **Date** ▸

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. Information about developments affecting Form W-9 (such as legislation enacted after we release it) is at *www.irs.gov/fw9*.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following:

- Form 1099-INT (interest earned or paid)
- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See *What is backup withholding?* on page 2.

By signing the filled-out form, you:

1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),

2. Certify that you are not subject to backup withholding, or

3. Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income, and

4. Certify that FATCA code(s) entered on this form (if any) indicating that you are exempt from the FATCA reporting, is correct. See *What is FATCA reporting?* on page 2 for further information.

Note. If you are a U.S. person and a requester gives you a form other than Form W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.

Definition of a U.S. person. For federal tax purposes, you are considered a U.S. person if you are:

• An individual who is a U.S. citizen or U.S. resident alien;

• A partnership, corporation, company, or association created or organized in the United States or under the laws of the United States;

• An estate (other than a foreign estate); or

• A domestic trust (as defined in Regulations section 301.7701-7).

Special rules for partnerships. Partnerships that conduct a trade or business in the United States are generally required to pay a withholding tax under section 1446 on any foreign partners' share of effectively connected taxable income from such business. Further, in certain cases where a Form W-9 has not been received, the rules under section 1446 require a partnership to presume that a partner is a foreign person, and pay the section 1446 withholding tax. Therefore, if you are a U.S. person that is a partner in a partnership conducting a trade or business in the United States, provide Form W-9 to the partnership to establish your U.S. status and avoid section 1446 withholding on your share of partnership income.

In the cases below, the following person must give Form W-9 to the partnership for purposes of establishing its U.S. status and avoiding withholding on its allocable share of net income from the partnership conducting a trade or business in the United States:

• In the case of a disregarded entity with a U.S. owner, the U.S. owner of the disregarded entity and not the entity;

• In the case of a grantor trust with a U.S. grantor or other U.S. owner, generally, the U.S. grantor or other U.S. owner of the grantor trust and not the trust; and

• In the case of a U.S. trust (other than a grantor trust), the U.S. trust (other than a grantor trust) and not the beneficiaries of the trust.

Foreign person. If you are a foreign person or the U.S. branch of a foreign bank that has elected to be treated as a U.S. person, do not use Form W-9. Instead, use the appropriate Form W-8 or Form 8233 (see Publication 515, Withholding of Tax on Nonresident Aliens and Foreign Entities).

Nonresident alien who becomes a resident alien. Generally, only a nonresident alien individual may use the terms of a tax treaty to reduce or eliminate U.S. tax on certain types of income. However, most tax treaties contain a provision known as a "saving clause." Exceptions specified in the saving clause may permit an exemption from tax to continue for certain types of income even after the payee has otherwise become a U.S. resident alien for tax purposes.

If you are a U.S. resident alien who is relying on an exception contained in the saving clause of a tax treaty to claim an exemption from U.S. tax on certain types of income, you must attach a statement to Form W-9 that specifies the following five items:

1. The treaty country. Generally, this must be the same treaty under which you claimed exemption from tax as a nonresident alien.

2. The treaty article addressing the income.

3. The article number (or location) in the tax treaty that contains the saving clause and its exceptions.

4. The type and amount of income that qualifies for the exemption from tax.

5. Sufficient facts to justify the exemption from tax under the terms of the treaty article.

Example. Article 20 of the U.S.-China income tax treaty allows an exemption from tax for scholarship income received by a Chinese student temporarily present in the United States. Under U.S. law, this student will become a resident alien for tax purposes if his or her stay in the United States exceeds 5 calendar years. However, paragraph 2 of the first Protocol to the U.S.-China treaty (dated April 30, 1984) allows the provisions of Article 20 to continue to apply even after the Chinese student becomes a resident alien of the United States. A Chinese student who qualifies for this exception (under paragraph 2 of the first protocol) and is relying on this exception to claim an exemption from tax on his or her scholarship or fellowship income would attach to Form W-9 a statement that includes the information described above to support that exemption.

If you are a nonresident alien or a foreign entity, give the requester the appropriate completed Form W-8 or Form 8233.

Backup Withholding

What is backup withholding? Persons making certain payments to you must under certain conditions withhold and pay to the IRS 28% of such payments. This is called "backup withholding." Payments that may be subject to backup withholding include interest, tax-exempt interest, dividends, broker and barter exchange transactions, rents, royalties, nonemployee pay, payments made in settlement of payment card and third party network transactions, and certain payments from fishing boat operators. Real estate transactions are not subject to backup withholding.

You will not be subject to backup withholding on payments you receive if you give the requester your correct TIN, make the proper certifications, and report all your taxable interest and dividends on your tax return.

Payments you receive will be subject to backup withholding if:

1. You do not furnish your TIN to the requester,

2. You do not certify your TIN when required (see the Part II instructions on page 3 for details),

3. The IRS tells the requester that you furnished an incorrect TIN,

4. The IRS tells you that you are subject to backup withholding because you did not report all your interest and dividends on your tax return (for reportable interest and dividends only), or

5. You do not certify to the requester that you are not subject to backup withholding under 4 above (for reportable interest and dividend accounts opened after 1983 only).

Certain payees and payments are exempt from backup withholding. See *Exempt payee code* on page 3 and the separate Instructions for the Requester of Form W-9 for more information.

Also see *Special rules for partnerships* above.

What is FATCA reporting?

The Foreign Account Tax Compliance Act (FATCA) requires a participating foreign financial institution to report all United States account holders that are specified United States persons. Certain payees are exempt from FATCA reporting. See *Exemption from FATCA reporting code* on page 3 and the Instructions for the Requester of Form W-9 for more information.

Updating Your Information

You must provide updated information to any person to whom you claimed to be an exempt payee if you are no longer an exempt payee and anticipate receiving reportable payments in the future from this person. For example, you may need to provide updated information if you are a C corporation that elects to be an S corporation, or if you no longer are tax exempt. In addition, you must furnish a new Form W-9 if the name or TIN changes for the account; for example, if the grantor of a grantor trust dies.

Penalties

Failure to furnish TIN. If you fail to furnish your correct TIN to a requester, you are subject to a penalty of $50 for each such failure unless your failure is due to reasonable cause and not to willful neglect.

Civil penalty for false information with respect to withholding. If you make a false statement with no reasonable basis that results in no backup withholding, you are subject to a $500 penalty.

Criminal penalty for falsifying information. Willfully falsifying certifications or affirmations may subject you to criminal penalties including fines and/or imprisonment.

Misuse of TINs. If the requester discloses or uses TINs in violation of federal law, the requester may be subject to civil and criminal penalties.

Specific Instructions

Line 1

You must enter one of the following on this line; **do not** leave this line blank. The name should match the name on your tax return.

If this Form W-9 is for a joint account, list first, and then circle, the name of the person or entity whose number you entered in Part I of Form W-9.

a. **Individual.** Generally, enter the name shown on your tax return. If you have changed your last name without informing the Social Security Administration (SSA) of the name change, enter your first name, the last name as shown on your social security card, and your new last name.

Note. ITIN applicant: Enter your individual name as it was entered on your Form W-7 application, line 1a. This should also be the same as the name you entered on the Form 1040/1040A/1040EZ you filed with your application.

b. **Sole proprietor or single-member LLC.** Enter your individual name as shown on your 1040/1040A/1040EZ on line 1. You may enter your business, trade, or "doing business as" (DBA) name on line 2.

c. **Partnership, LLC that is not a single-member LLC, C Corporation, or S Corporation.** Enter the entity's name as shown on the entity's tax return on line 1 and any business, trade, or DBA name on line 2.

d. **Other entities.** Enter your name as shown on required U.S. federal tax documents on line 1. This name should match the name shown on the charter or other legal document creating the entity. You may enter any business, trade, or DBA name on line 2.

e. **Disregarded entity.** For U.S. federal tax purposes, an entity that is disregarded as an entity separate from its owner is treated as a "disregarded entity." See Regulations section 301.7701-2(c)(2)(iii). Enter the owner's name on line 1. The name of the entity entered on line 1 should never be a disregarded entity. The name on line 1 should be the name shown on the income tax return on which the income should be reported. For example, if a foreign LLC that is treated as a disregarded entity for U.S. federal tax purposes has a single owner that is a U.S. person, the U.S. owner's name is required to be provided on line 1. If the direct owner of the entity is also a disregarded entity, enter the first owner that is not disregarded for federal tax purposes. Enter the disregarded entity's name on line 2, "Business name/disregarded entity name." If the owner of the disregarded entity is a foreign person, the owner must complete an appropriate Form W-8 instead of a Form W-9. This is the case even if the foreign person has a U.S. TIN.

Line 2

If you have a business name, trade name, DBA name, or disregarded entity name, you may enter it on line 2.

Line 3

Check the appropriate box in line 3 for the U.S. federal tax classification of the person whose name is entered on line 1. Check only one box in line 3.

Limited Liability Company (LLC). If the name on line 1 is an LLC treated as a partnership for U.S. federal tax purposes, check the "Limited Liability Company" box and enter "P" in the space provided. If the LLC has filed Form 8832 or 2553 to be taxed as a corporation, check the "Limited Liability Company" box and in the space provided enter "C" for C corporation or "S" for S corporation. If it is a single-member LLC that is a disregarded entity, do not check the "Limited Liability Company" box; instead check the first box in line 3 "Individual/sole proprietor or single-member LLC."

Line 4, Exemptions

If you are exempt from backup withholding and/or FATCA reporting, enter in the appropriate space in line 4 any code(s) that may apply to you.

Exempt payee code.

- Generally, individuals (including sole proprietors) are not exempt from backup withholding.
- Except as provided below, corporations are exempt from backup withholding for certain payments, including interest and dividends.
- Corporations are not exempt from backup withholding for payments made in settlement of payment card or third party network transactions.
- Corporations are not exempt from backup withholding with respect to attorneys' fees or gross proceeds paid to attorneys, and corporations that provide medical or health care services are not exempt with respect to payments reportable on Form 1099-MISC.

The following codes identify payees that are exempt from backup withholding. Enter the appropriate code in the space in line 4.

1—An organization exempt from tax under section 501(a), any IRA, or a custodial account under section 403(b)(7) if the account satisfies the requirements of section 401(f)(2)

2—The United States or any of its agencies or instrumentalities

3—A state, the District of Columbia, a U.S. commonwealth or possession, or any of their political subdivisions or instrumentalities

4—A foreign government or any of its political subdivisions, agencies, or instrumentalities

5—A corporation

6—A dealer in securities or commodities required to register in the United States, the District of Columbia, or a U.S. commonwealth or possession

7—A futures commission merchant registered with the Commodity Futures Trading Commission

8—A real estate investment trust

9—An entity registered at all times during the tax year under the Investment Company Act of 1940

10—A common trust fund operated by a bank under section 584(a)

11—A financial institution

12—A middleman known in the investment community as a nominee or custodian

13—A trust exempt from tax under section 664 or described in section 4947

The following chart shows types of payments that may be exempt from backup withholding. The chart applies to the exempt payees listed above, 1 through 13.

IF the payment is for . . .	THEN the payment is exempt for . . .
Interest and dividend payments	All exempt payees except for 7
Broker transactions	Exempt payees 1 through 4 and 6 through 11 and all C corporations. S corporations must not enter an exempt payee code because they are exempt only for sales of noncovered securities acquired prior to 2012.
Barter exchange transactions and patronage dividends	Exempt payees 1 through 4
Payments over $600 required to be reported and direct sales over $5,000[1]	Generally, exempt payees 1 through 5[2]
Payments made in settlement of payment card or third party network transactions	Exempt payees 1 through 4

[1] See Form 1099-MISC, Miscellaneous Income, and its instructions.

[2] However, the following payments made to a corporation and reportable on Form 1099-MISC are not exempt from backup withholding: medical and health care payments, attorneys' fees, gross proceeds paid to an attorney reportable under section 6045(f), and payments for services paid by a federal executive agency.

Exemption from FATCA reporting code. The following codes identify payees that are exempt from reporting under FATCA. These codes apply to persons submitting this form for accounts maintained outside of the United States by certain foreign financial institutions. Therefore, if you are only submitting this form for an account you hold in the United States, you may leave this field blank. Consult with the person requesting this form if you are uncertain if the financial institution is subject to these requirements. A requester may indicate that a code is not required by providing you with a Form W-9 with "Not Applicable" (or any similar indication) written or printed on the line for a FATCA exemption code.

A—An organization exempt from tax under section 501(a) or any individual retirement plan as defined in section 7701(a)(37)

B—The United States or any of its agencies or instrumentalities

C—A state, the District of Columbia, a U.S. commonwealth or possession, or any of their political subdivisions or instrumentalities

D—A corporation the stock of which is regularly traded on one or more established securities markets, as described in Regulations section 1.1472-1(c)(1)(i)

E—A corporation that is a member of the same expanded affiliated group as a corporation described in Regulations section 1.1472-1(c)(1)(i)

F—A dealer in securities, commodities, or derivative financial instruments (including notional principal contracts, futures, forwards, and options) that is registered as such under the laws of the United States or any state

G—A real estate investment trust

H—A regulated investment company as defined in section 851 or an entity registered at all times during the tax year under the Investment Company Act of 1940

I—A common trust fund as defined in section 584(a) J—

A bank as defined in section 581

K—A broker

L—A trust exempt from tax under section 664 or described in section 4947(a)(1)

M—A tax exempt trust under a section 403(b) plan or section 457(g) plan

Note. You may wish to consult with the financial institution requesting this form to determine whether the FATCA code and/or exempt payee code should be completed.

Line 5

Enter your address (number, street, and apartment or suite number). This is where the requester of this Form W-9 will mail your information returns.

Line 6

Enter your city, state, and ZIP code.

Part I. Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. If you are a resident alien and you do not have and are not eligible to get an SSN, your TIN is your IRS individual taxpayer identification number (ITIN). Enter it in the social security number box. If you do not have an ITIN, see *How to get a TIN* below.

If you are a sole proprietor and you have an EIN, you may enter either your SSN or EIN. However, the IRS prefers that you use your SSN.

If you are a single-member LLC that is disregarded as an entity separate from its owner (see *Limited Liability Company (LLC)* on this page), enter the owner's SSN (or EIN, if the owner has one). Do not enter the disregarded entity's EIN. If the LLC is classified as a corporation or partnership, enter the entity's EIN.

Note. See the chart on page 4 for further clarification of name and TIN combinations.

How to get a TIN. If you do not have a TIN, apply for one immediately. To apply for an SSN, get Form SS-5, Application for a Social Security Card, from your local SSA office or get this form online at *www.ssa.gov*. You may also get this form by calling 1-800-772-1213. Use Form W-7, Application for IRS Individual Taxpayer Identification Number, to apply for an ITIN, or Form SS-4, Application for Employer Identification Number, to apply for an EIN. You can apply for an EIN online by accessing the IRS website at *www.irs.gov/businesses* and clicking on Employer Identification Number (EIN) under Starting a Business. You can get Forms W-7 and SS-4 from the IRS by visiting IRS.gov or by calling 1-800-TAX-FORM (1-800-829-3676).

If you are asked to complete Form W-9 but do not have a TIN, apply for a TIN and write "Applied For" in the space for the TIN, sign and date the form, and give it to the requester. For interest and dividend payments, and certain payments made with respect to readily tradable instruments, generally you will have 60 days to get a TIN and give it to the requester before you are subject to backup withholding on payments. The 60-day rule does not apply to other types of payments. You will be subject to backup withholding on all such payments until you provide your TIN to the requester.

Note. Entering "Applied For" means that you have already applied for a TIN or that you intend to apply for one soon.

Caution: *A disregarded U.S. entity that has a foreign owner must use the appropriate Form W-8.*

Part II. Certification

To establish to the withholding agent that you are a U.S. person, or resident alien, sign Form W-9. You may be requested to sign by the withholding agent even if items 1, 4, or 5 below indicate otherwise.

For a joint account, only the person whose TIN is shown in Part I should sign (when required). In the case of a disregarded entity, the person identified on line 1 must sign. Exempt payees, see *Exempt payee code* earlier.

Signature requirements. Complete the certification as indicated in items 1 through 5 below.

1. Interest, dividend, and barter exchange accounts opened before 1984 and broker accounts considered active during 1983. You must give your correct TIN, but you do not have to sign the certification.

2. Interest, dividend, broker, and barter exchange accounts opened after 1983 and broker accounts considered inactive during 1983. You must sign the certification or backup withholding will apply. If you are subject to backup withholding and you are merely providing your correct TIN to the requester, you must cross out item 2 in the certification before signing the form.

3. Real estate transactions. You must sign the certification. You may cross out item 2 of the certification.

4. Other payments. You must give your correct TIN, but you do not have to sign the certification unless you have been notified that you have previously given an incorrect TIN. "Other payments" include payments made in the course of the requester's trade or business for rents, royalties, goods (other than bills for merchandise), medical and health care services (including payments to corporations), payments to a nonemployee for services, payments made in settlement of payment card and third party network transactions, payments to certain fishing boat crew members and fishermen, and gross proceeds paid to attorneys (including payments to corporations).

5. Mortgage interest paid by you, acquisition or abandonment of secured property, cancellation of debt, qualified tuition program payments (under section 529), IRA, Coverdell ESA, Archer MSA or HSA contributions or distributions, and pension distributions. You must give your correct TIN, but you do not have to sign the certification.

What Name and Number To Give the Requester

For this type of account:	Give name and SSN of:
1. Individual	The individual
2. Two or more individuals (joint account)	The actual owner of the account or, if combined funds, the first individual on the account[1]
3. Custodian account of a minor (Uniform Gift to Minors Act)	The minor[2]
4. a. The usual revocable savings trust (grantor is also trustee)	The grantor-trustee[1]
b. So-called trust account that is not a legal or valid trust under state law	The actual owner[1]
5. Sole proprietorship or disregarded entity owned by an individual	The owner[3]
6. Grantor trust filing under Optional Form 1099 Filing Method 1 (see Regulations section 1.671-4(b)(2)(i)(A))	The grantor*
For this type of account:	**Give name and EIN of:**
7. Disregarded entity not owned by an individual	The owner
8. A valid trust, estate, or pension trust	Legal entity[4]
9. Corporation or LLC electing corporate status on Form 8832 or Form 2553	The corporation
10. Association, club, religious, charitable, educational, or other tax-exempt organization	The organization
11. Partnership or multi-member LLC	The partnership
12. A broker or registered nominee	The broker or nominee
13. Account with the Department of Agriculture in the name of a public entity (such as a state or local government, school district, or prison) that receives agricultural program payments	The public entity
14. Grantor trust filing under the Form 1041 Filing Method or the Optional Form 1099 Filing Method 2 (see Regulations section 1.671-4(b)(2)(i)(B))	The trust

[1] List first and circle the name of the person whose number you furnish. If only one person on a joint account has an SSN, that person's number must be furnished.

[2] Circle the minor's name and furnish the minor's SSN.

[3] You must show your individual name and you may also enter your business or DBA name on the "Business name/disregarded entity" name line. You may use either your SSN or EIN (if you have one), but the IRS encourages you to use your SSN.

[4] List first and circle the name of the trust, estate, or pension trust. (Do not furnish the TIN of the personal representative or trustee unless the legal entity itself is not designated in the account title.) Also see *Special rules for partnerships* on page 2.

***Note.** Grantor also must provide a Form W-9 to trustee of trust.

Note. If no name is circled when more than one name is listed, the number will be considered to be that of the first name listed.

Secure Your Tax Records from Identity Theft

Identity theft occurs when someone uses your personal information such as your name, SSN, or other identifying information, without your permission, to commit fraud or other crimes. An identity thief may use your SSN to get a job or may file a tax return using your SSN to receive a refund.

To reduce your risk:

- Protect your SSN,
- Ensure your employer is protecting your SSN, and
- Be careful when choosing a tax preparer.

If your tax records are affected by identity theft and you receive a notice from the IRS, respond right away to the name and phone number printed on the IRS notice or letter.

If your tax records are not currently affected by identity theft but you think you are at risk due to a lost or stolen purse or wallet, questionable credit card activity or credit report, contact the IRS Identity Theft Hotline at 1-800-908-4490 or submit Form 14039.

For more information, see Publication 4535, Identity Theft Prevention and Victim Assistance.

Victims of identity theft who are experiencing economic harm or a system problem, or are seeking help in resolving tax problems that have not been resolved through normal channels, may be eligible for Taxpayer Advocate Service (TAS) assistance. You can reach TAS by calling the TAS toll-free case intake line at 1-877-777-4778 or TTY/TDD 1-800-829-4059.

Protect yourself from suspicious emails or phishing schemes. Phishing is the creation and use of email and websites designed to mimic legitimate business emails and websites. The most common act is sending an email to a user falsely claiming to be an established legitimate enterprise in an attempt to scam the user into surrendering private information that will be used for identity theft.

The IRS does not initiate contacts with taxpayers via emails. Also, the IRS does not request personal detailed information through email or ask taxpayers for the PIN numbers, passwords, or similar secret access information for their credit card, bank, or other financial accounts.

If you receive an unsolicited email claiming to be from the IRS, forward this message to *phishing@irs.gov*. You may also report misuse of the IRS name, logo, or other IRS property to the Treasury Inspector General for Tax Administration (TIGTA) at 1-800-366-4484. You can forward suspicious emails to the Federal Trade Commission at: *spam@uce.gov* or contact them at *www.ftc.gov/idtheft* or 1-877-IDTHEFT (1-877-438-4338).

Visit IRS.gov to learn more about identity theft and how to reduce your risk.

Privacy Act Notice

Section 6109 of the Internal Revenue Code requires you to provide your correct TIN to persons (including federal agencies) who are required to file information returns with the IRS to report interest, dividends, or certain other income paid to you; mortgage interest you paid; the acquisition or abandonment of secured property; the cancellation of debt; or contributions you made to an IRA, Archer MSA, or HSA. The person collecting this form uses the information on the form to file information returns with the IRS, reporting the above information. Routine uses of this information include giving it to the Department of Justice for civil and criminal litigation and to cities, states, the District of Columbia, and U.S. commonwealths and possessions for use in administering their laws. The information also may be disclosed to other countries under a treaty, to federal and state agencies to enforce civil and criminal laws, or to federal law enforcement and intelligence agencies to combat terrorism. You must provide your TIN whether or not you are required to file a tax return. Under section 3406, payers must generally withhold a percentage of taxable interest, dividend, and certain other payments to a payee who does not give a TIN to the payer. Certain penalties may also apply for providing false or fraudulent information.

Coversheet

Updated Head Start/GRSP Policies – Second Read

Section: VIII. New Business
Item: A. Updated Head Start/GRSP Policies – Second Read
Purpose:
Submitted by:
Related Material:
Memo re EC Policies to Board - 2nd Read - 02.10.26.pdf
Establishing a System of Shared Governance – Governing Board, Policy Council.pdf
Shared Governance - Composition and Responsibilities of the Policy Council.pdf

Washtenaw I S D
A REGIONAL EDUCATIONAL SERVICE AGENCY

DATE: February 5, 2026

TO: Naomi Norman, Superintendent and
Members of the WISD Board of Education

FROM: Becky L. Mullins
Supervisor, Human Resources and Legal Services

RE: Updated Head Start/GSRP Policies

All Head Start policies are reviewed annually by the Early Childhood Department. New policies and recommended changes are reviewed by the WISD Policy Committee[1], reviewed and approved by the Head Start and Early Head Start Policy Council, and finally reviewed and approved by the Washtenaw ISD Board of Education.

A first read of the policies below was done during the Board's regular meeting on January 30, 2026 which included highlights of the proposed changes. There was one change on the Shared Governance – Composition and Responsibilities of the Policy Council that is indicated in the attached draft.

The following policies are recommended for approval:

1) Establishing a System of Shared Governance
2) Shared Governance - Composition and Responsibilities of the Policy Council

[1] Steve Olsen (Board Vice President), Mary Jane Tramontin (Board President), Naomi Norman (Superintendent), Brian Marcel (Associate Superintendent), Cherie Vannatter (Deputy Superintendent), Cassandra Harmon-Higgins (Executive Director of Human Resources and Legal Services), Alicia Kruk (Assistant Director of Preschool and family Services), and Becky Mullins (Supervisor of Human Resources and Legal Services)

WASHTENAW INTERMEDIATE SCHOOL DISTRICT HEAD START OPERATIONAL POLICIES AND PROCEDURES

PARENT, FAMILY AND COMMUNITY ENGAGEMENT

Performance Standard: 1301	GSRP Implementation Manual Section:	Licensing #:
Early Childhood Executive Director or Designee Operational Policy Approval Date:	Policy Council Approval Date: 12/17/25	Governing Board Operational Policy Approval Date:
Page(s): 6	Effective Date:	Date of Latest Revision:

SUBJECT: Establishing a System of Shared Governance – Governing Board, Policy Council and Management Team

OPERATIONAL POLICY:
The Washtenaw ISD establishes and maintains a formal structure of program governance that includes a governing body, a policy council at the agency level, policy committee at the delegate level, and a parent committee at each partner site, each delegate site and the agency-operated Home-based Early Head Start program.

The governing body for WISD's Head Start program is the Washtenaw Intermediate School District Board of Education (WISD BOE). The WISD BOE has legal and fiscal responsibility to administer and oversee the agency's Head Start programs.

The Policy Council is responsible for the direction of the agency's Head Start programs.

The Management Team is responsible for day-to-day operations of Head Start programming.

OPERATIONAL PROCEDURE (subject to change):
Parent Committees: Washtenaw ISD Head Start partner programs (Ann Arbor Public Schools, Gretchen's House, Lincoln Consolidated Schools, and Whitmore Lake Public Schools), delegates (Ypsilanti Community Schools), and the Home-based Early Head Start program will establish parent committees at each site.

1. Parent committees must be established in September of the current program year.
2. Head Start partner programs, delegates and the Home-based Early Head Start program must hold the first parent committee meeting in September of the program year. Meeting schedules are to be set by committee membership.
3. Head Start partner programs (Ann Arbor Public Schools, Gretchen's House, Lincoln Consolidated Schools, and Whitmore Lake Public Schools) and the Home-based Early Head Start program parent committees will nominate and elect one parent to represent their program on the WISD Head Start Policy Council and one alternate for every 50 children enrolled (programs with fewer than 50 children enrolled will elect one parent

representative). Alternate representatives will serve in place of elected policy council representatives in the event that they are unable to attend a policy council meeting.

a. Ann Arbor Public Schools – Two parent representatives & two alternates
b. Gretchen's House – One parent representative & one alternate
c. Lincoln Consolidated Schools – One parent representative and one alternate
d. WISD Home-based Early Head Start – One parent representative and one alternate
e. Whitmore Lake Public Schools – One parent representative and one alternate

4. Head Start delegate program (Ypsilanti Community Schools) parent committees from each site will nominate and select parents to represent their program on the Delegate Policy Committee.

5. Each parent committee meeting must be documented in ChildPlus (detailed data entry instructions can be found at the end of this procedure).

Policy Committee: Washtenaw ISD Head Start delegate(s) (Ypsilanti Community Schools) will establish a policy committee with parent representation from each Head Start site.

1. Policy committees must be established in October of the current program year.

2. Head Start delegates must hold their first policy committee meeting no later than October 15th of the current program year.

3. The delegate policy committee will elect officers which will include the following: Chairperson, Vice-Chairperson, and Secretary.

4. Head Start delegate program (Ypsilanti Community Schools) policy committees will nominate and elect parents to represent their program on the policy council. The delegate program may elect one parent and one alternate representative for every 50 children served. Alternate representatives will serve in place of elected policy council representatives in the event that they are unable to attend a policy council meeting.

   a. Ypsilanti Community Schools – Four parent representatives & four alternates

5. Policy Committee membership must be documented in ChildPlus (detailed data entry instructions can be found at the end of this procedure)

6. Each policy committee meeting must be documented in ChildPlus (detailed data entry instructions can be found at the end of this procedure).

Policy Council: Washtenaw ISD must establish a policy council with representation from each partner program and Home-based Early Head Start parent committees and the delegate policy committee.

1. By October 31st , WISD will provide Orientation and Training to all elected Policy Council representatives including:

    a. Goals and philosophy or Head Start
    b. Head Start Performance Standards
        - Part 1301 – Program Governance
        - Part 1302 – Program Operations
        - Part 1303 Financial and Administrative Requirements
    c. Impasse procedures
    d. Organizational flow chart, (chain of command)
    e. Code of Conduct
    f. Confidentiality
    g. Parliamentary Procedures
    h. Recording of meeting minutes
    i. Sub Committees; personnel, budget and event planning
    j. Definition of Heart Start Terms and Acronyms
    k. Fiscal procedures
        - Head Start flow of funds from Federal Funding source to Grantee to Partner or Delegate programs
        - Budget Development and Structure
            - Recipient
            - Partner & delegate
        - Budget Revisions
        - Funding applications
        - In-kind and Non-Federal Match requirements
        - Reading and understand financial reports

2. The WISD Policy Council will hold their first meeting before October 31st of the program year.

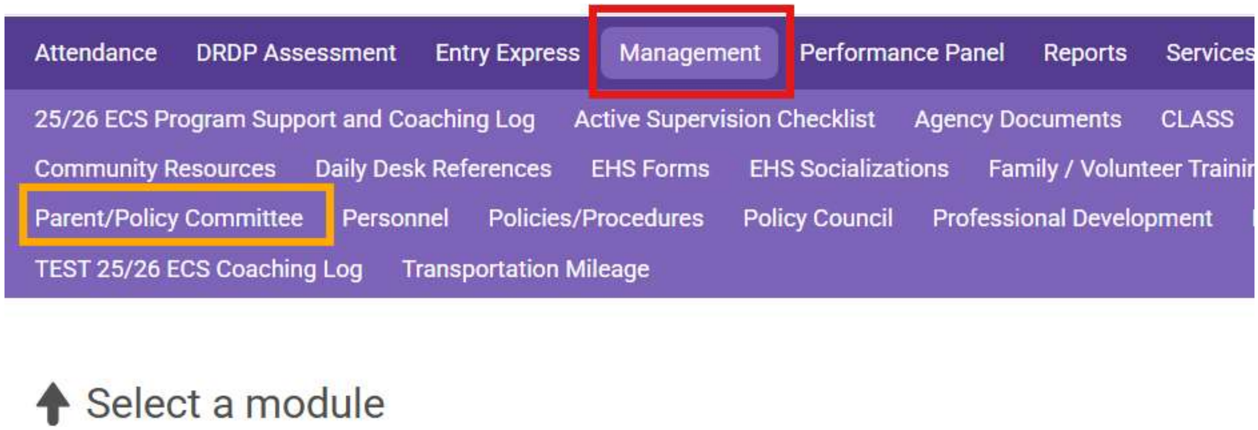
3. Policy Council membership must be documented in ChildPlus (detailed data entry instructions can be found at the end of this procedure)

4. Each Policy Council meeting must be documented in ChildPlus (detailed data entry instructions can be found at the end of this procedure).

<u>ChildPlus Documentation</u>

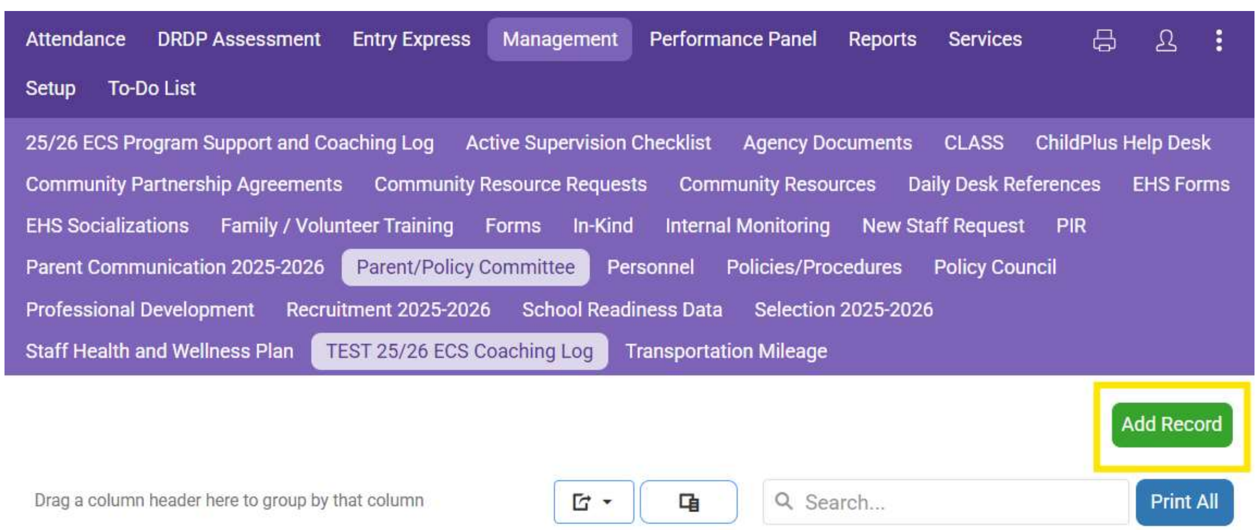
To document Parent Committee meetings and activity in ChildPlus:

1. Select the Management tab (outlined in red)
2. Click Parent/Policy Committee (outlined in orange)



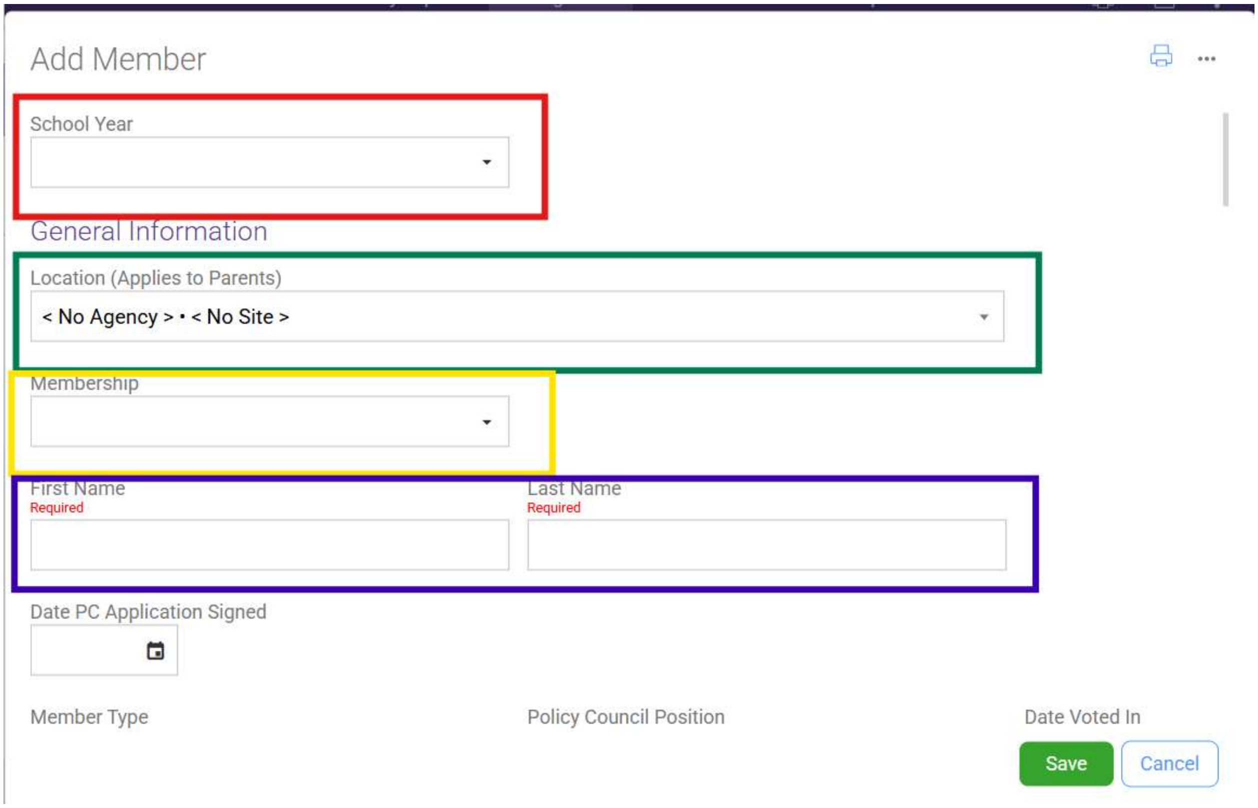
Once you have selected the Parent/Policy Committee tab:

1. Click the green Add Record button (outlined in yellow)



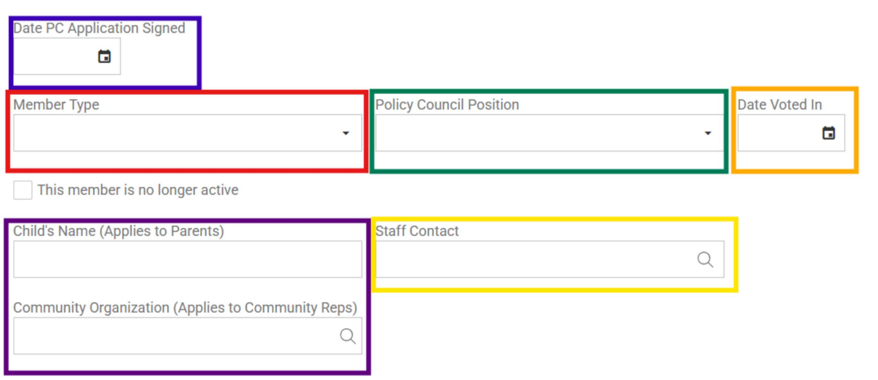
Complete the information below for each Parent Committee and/or Policy Committee member:

1. Select the appropriate school/program year (outlined in red)
2. Select the location the member is representing (outlined in green)
3. Select the membership type (outlined in yellow)
4. Add the first and last name of the member (outlined in blue)



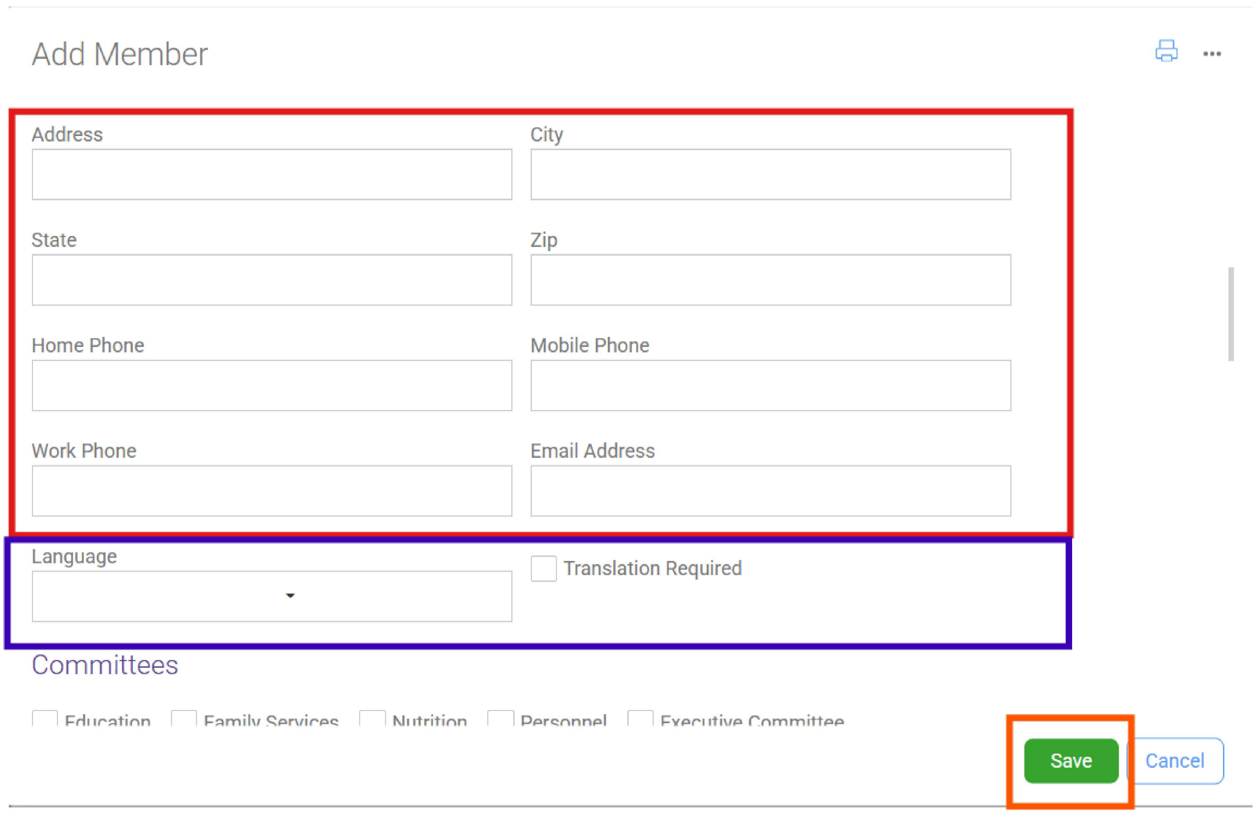
Next enter the membership details:

1. Enter the date that the member signed and submitted their Policy Council application (outlined in blue)
2. Select the Member Type – this will either be "parent" or "community representative" (outlined in red)
3. Select the Policy Council Position the member has been elected to (outlined in green)
4. Enter the date the Policy Council voted to elect the member to the Policy Council Position they will hold (outlined in orange)
5. If the member is a parent, enter the name of the child that is currently enrolled in the Head Start program. If the member is a community representative, enter the name of the community organization they represent (outlined in purple)
6. Enter the name of the individual at the center who coordinates with their parent committee, policy committee and the policy council (outlined in yellow)



Complete demographic data entry for the member.

1. Enter the address, phone number and email address for the member (outlined in red)
2. Select the members primary language, and indicate if a translator is required by clicking the checkbox (outlined in blue)
3. Click the green Save button (outlined in orange)



WASHTENAW INTERMEDIATE SCHOOL DISTRICT HEAD START OPERATIONAL POLICIES AND PROCEDURES

PARENT, FAMILY AND COMMUNITY ENGAGEMENT

Performance Standard: 1301 Section 642(c)(2) and (3)	**GSRP Implementation Manual Section:**	**Licensing #:**
Early Childhood Executive Director or Designee Approval Date: Signature:	**Policy Council Approval Date: 12/17/25 Signature:**	**Governing Board Operational Policy Approval Date: Signature:**
Page(s): 5	**Effective Date:**	**Date of Latest Revision:**

SUBJECT: Shared Governance - Composition and Responsibilities of the Policy Council

OPERATIONAL POLICY:
The Policy Council is responsible for the direction of the Head Start program, including program design and operation, and long- and short-term planning goals and objectives. The Policy Council must be elected by the parents of children currently enrolled in the Head Start program and must be comprised of parents ~~and~~ of children who are currently enrolled in the Head Start program, who will constitute a majority of the members of the Policy Council, and members at large of the community served by the Head Start program, who may include parents of children who were formerly enrolled in the Head Start agency program. The WISD will identify Community Representatives from area businesses, resource agencies and early childhood programs to present to the Policy Council membership to be elected to the Policy Council as Community Representatives.

Parent committees at partner programs (Ann Arbor Public Schools, Gretchen's House, Lincoln Consolidated Schools, and Whitmore Lake Public Schools) and the recipient-operated Home-based Early Head Start program will elect Policy Council representatives for their program. Policy committees at Delegate programs (Ypsilanti Community Schools) will elect Policy Council representatives for their program.

The Policy Council is responsible for approving and submitting to the governing body decisions about each of the following activities:

- Activities to support the active involvement of parents in supporting program operations, including policies to ensure that the Head Start agency is responsive to community and parent needs.
- Program recruitment, selection, and enrollment priorities.
- Applications for funding and amendments to applications for funding for programs under this subchapter, prior to submission of applications described in this clause.
- Budget planning for program expenditures, including policies for reimbursement and participation in policy council activities.
- Bylaws for the operation of the Policy Council.

- Program personnel policies and decisions regarding the employment of program staff, including standards of conduct for program staff, contractors, and volunteers and criteria for the employment and dismissal of program staff.
- Developing procedures for how members of the Policy Council of the Head Start agency will be elected.
- Recommendations on the selection of delegate agencies and the service areas for such agencies.

Policy committee/council members will serve a one-year term; October through September with a lifetime maximum of 5 years.

OPERATIONAL PROCEDURE:
The policy council must be established by October of the program year. Representatives from Ann Arbor Public Schools, Gretchen's House, Lincoln Consolidated Schools and the WISD Home-based Early Head Start program will be elected by the parent committee. Representatives from Ypsilanti Community Schools, a delegate program, will be elected by the policy committee.

- Policy council members and alternates must participate in a shared governance training, provided by the WISD Head Start Management Team prior to conducting business. The training will be held in October of each program year. See the **Establishing a System of Shared Governance – Governing Board, Policy Council and Management Team** policy and procedure for a detailed account of the training requirements.

- The policy council will establish a schedule of monthly meetings that meets the needs of membership. The WISD, partner and delegate management shall not dictate the date, time, or location of policy council meetings.

- Members will adhere to the established Washtenaw County Head Start/Early Head Start Policy Council By-laws.

- The policy council chair will, in collaboration with the management team, set the agenda for each policy council meeting. The management team will ensure that materials to be reviewed are made available to the policy council seven days before a scheduled meeting.

- The secretary of the policy council will provide meeting minutes to the Family and Community Partnerships Specialist, which will be shared with the governing body.

- All orientation and training materials, meeting agendas, minutes and sign-in sheets will be entered and uploaded in the ChildPlus data system.

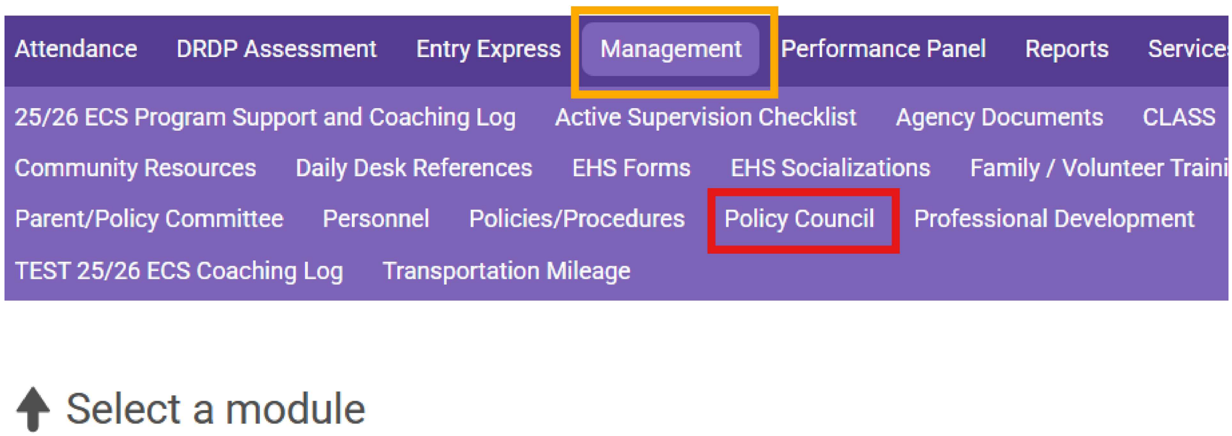
- See the Washtenaw County Head Start/Early Head Start Policy Council By-laws for details regarding policy council operations.

ChildPlus Documentation

Data entry for the Policy Council will be completed by the WISD Family and Communities Partnership Specialist.

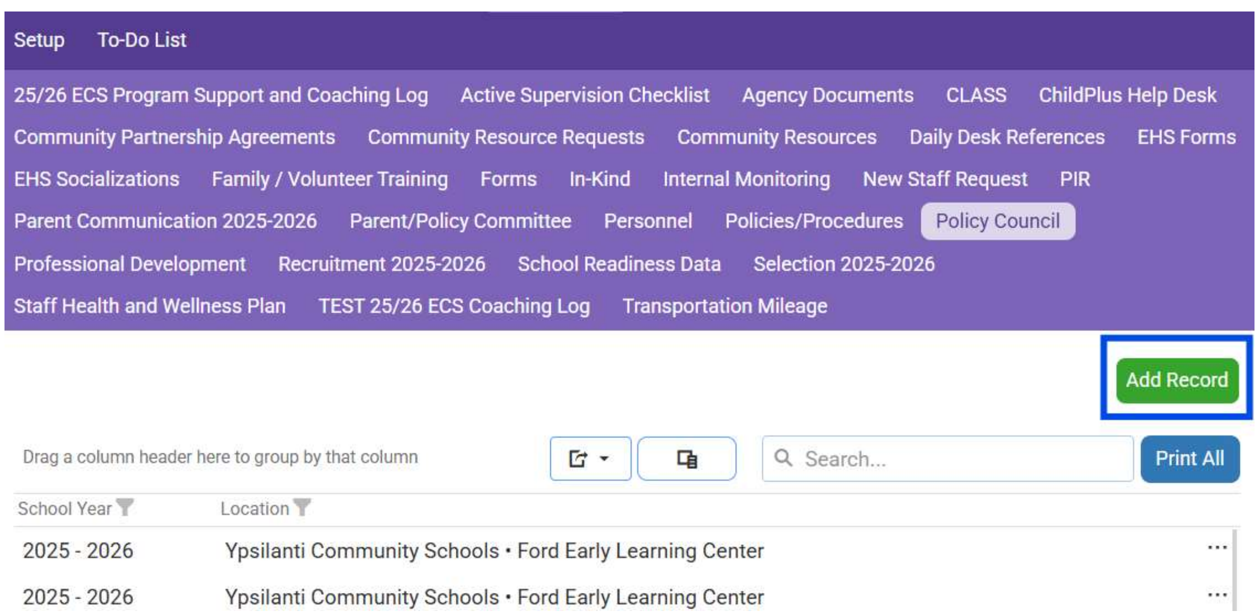
To document policy council meetings and activity in ChildPlus:

1. Select the Management tab (outlined in orange)
2. Click Policy Council (outlined in red)



Once you have selected the Policy Council tab:

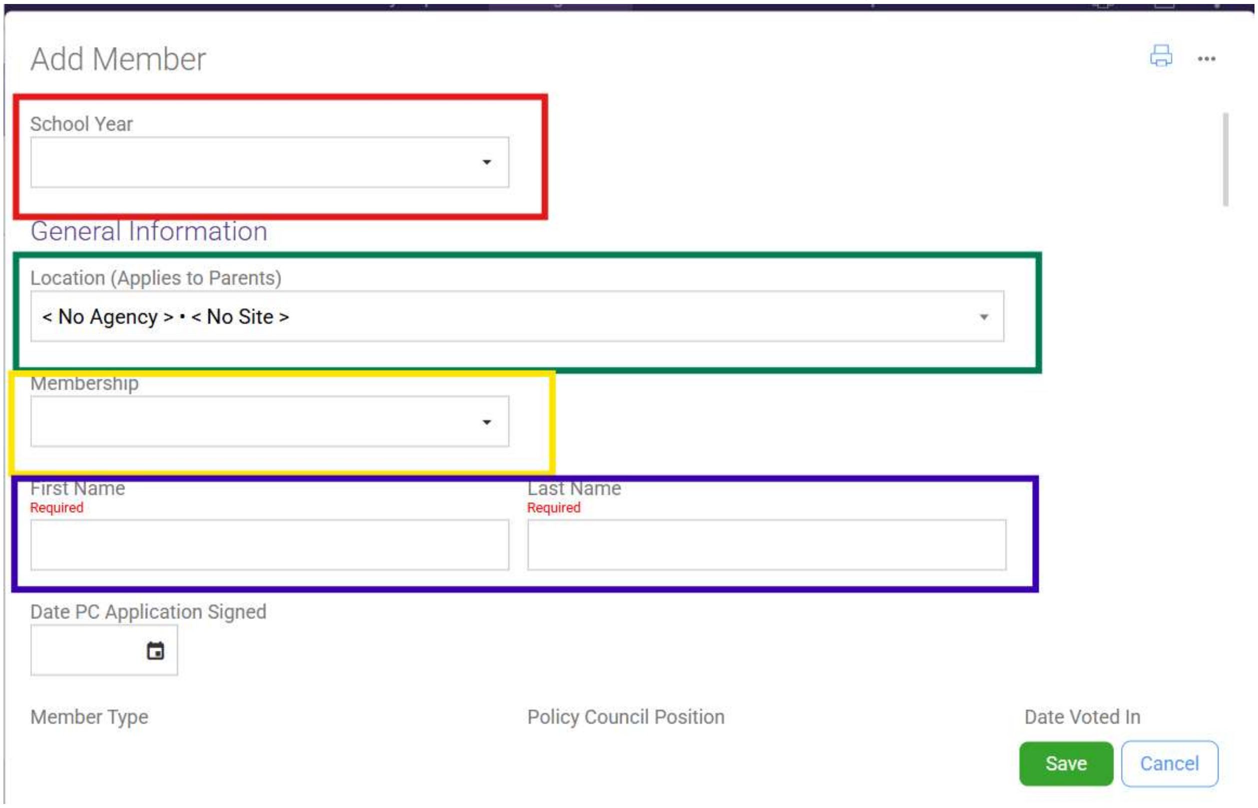
1. Click the green Add Record button (outlined in blue)



Complete the information below for each Policy Council member:

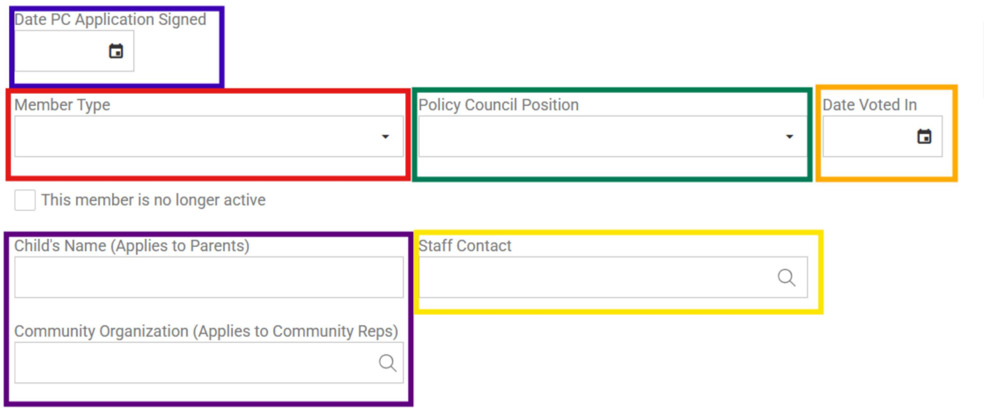
1. Select the appropriate school/program year (outlined in red)
2. Select the location the member is representing (outlined in green)

3. Select the membership type (outlined in yellow)
4. Add the first and last name of the member (outlined in blue(



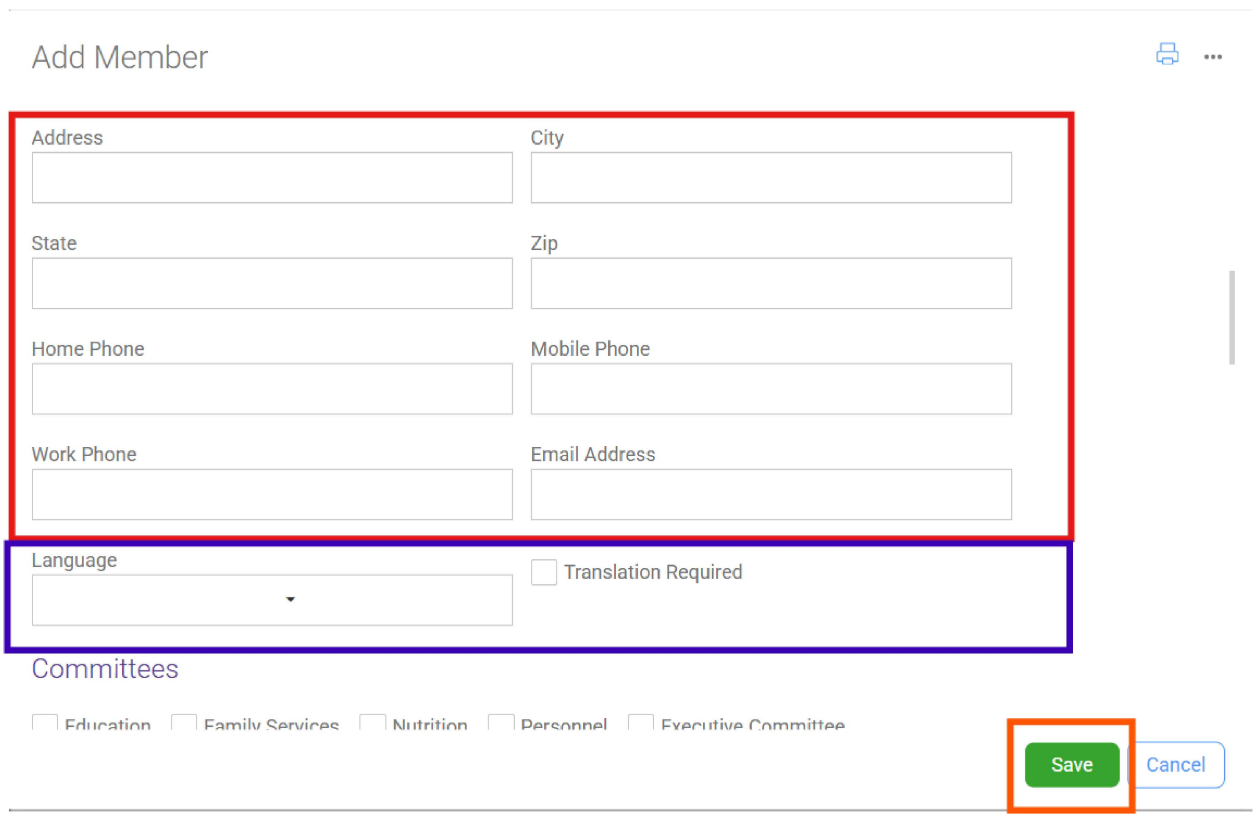
Next enter the membership details:

1. Enter the date that the member signed and submitted their Policy Council application (outlined in blue)
2. Select the Member Type – this will either be "parent" or "community representative" (outlined in red)
3. Select the Policy Council Position the member has been elected to (outlined in green)
4. Enter the date the Policy Council voted to elect the member to the Policy Council Position they will hold (outlined in orange)
5. If the member is a parent, enter the name of the child that is currently enrolled in the Head Start program. If the member is a community representative, enter the name of the community organization they represent (outlined in purple)
6. Enter the name of the individual at the center who coordinates with their parent committee, policy committee and the policy council (outlined in yellow)



Complete demographic data entry for the member.

1. Enter the address, phone number and email address for the member (outlined in red)
2. Select the members primary language, and indicate if a translator is required by clicking the checkbox (outlined in blue)
3. Click the green Save button (outlined in orange)



Coversheet

Integrated Design Solutions Contract

Section:	VIII. New Business
Item:	B. Integrated Design Solutions Contract
Purpose:	
Submitted by:	
Related Material:	IDS - Architectural Services - Memo.pdf IDS - Washtenaw ISD Final.pdf

Washtenaw I S D

A REGIONAL EDUCATIONAL SERVICE AGENCY

DATE: February 3, 2026

TO: Naomi Norman, Superintendent; WISD Board of Education

FROM: Tanner Rowe, Director of Operations

SUBJECT: IDS – Architectural Services

The administration recommends the WISD Board of Education authorize the administration to utilize special education and general education capital project funds to engage with Integrated Design Solutions, LLC (IDS) for architectural services for a cost not to exceed $122,000.

Over the past two years, we have been slowly working to update and refresh spaces within our Teaching and Learning Center (TLC). Over that time, we have updated the Board Room, Human Resources offices, Desktop Team offices, and built out space for our new Career and Technical Education (CTE) team. Through this process, we have determined the need for updates throughout the TLC, including lighting, furniture, and architectural finishes such as paint, ceiling, and flooring and feel that having a master plan will help ensure cohesiveness throughout the building.

After identifying this need, we requested proposals for architectural services to aid in the process of facilitating a collaborative design, development of vision, and architectural implementation. We received three proposals and felt that the strongest proposal was submitted by IDS.

IDS was selected due to their local presence here in Michigan with K-12 work, and their approach to facilitating this work which will include targeted site-based workshops and focus groups with various staff here at the TLC building. Furthermore, their pricing for this work is based upon the Oakland Schools Cooperative Contract Network.

The scope of services would provide documents suitable for bidding as well as administrative services during the construction phase of the project to evaluate progress, ensure compliance with the construction documents, and assistance with punchlist and project completion, effectively seeing the project through from conception to completion. Attached is the full proposal from Integrated Design Solutions.

WASHTENAW INTERMEDIATE SCHOOL DISTRICT

Proposal for Architectural Services

DECEMBER 11, 2025

December 11, 2025

Tanner Rowe
Director of Operations
1819 S Wagner Road
Ann Arbor, Michigan 48103

Re: Proposal for Washtenaw Intermediate School District Architectural Services

Mr. Tanner Rowe;

Thank you for the opportunity to present our qualifications and proposal to provide a Facilities & Learning Alignment Study to Washtenaw Intermediate School District. We are honored by the prospect of working with you, your staff, members of the Board and the WISD community. We believe we have everything requested covered in the proposal. We look forward to collaborating with WISD, to coordinate our overall services. We can make final adjustments to the scope based on the outcome of our initial district-level workshops. As you review our proposal, we would like to highlight the following:

- **Deep Understanding of Education.** At IDS, we are uniquely qualified to support your vision for the future of learning and the designed Environment. Our dedicated IDEAS Studio for Education has an unparalleled understanding of how to design educational environments that truly transform space to meet the needs of each user. With an extensive portfolio, spanning millions of square feet of new construction and renovations in independent schools, public PK-12 districts, community colleges, and major universities, we bring a wealth of experience and a proven track record. We don't just follow trends; we help shape the future of education. We know that the environment students learn in can transform the school experience. From flexible learning environments to collaborative zones and tech-enabled spaces, we design with the whole person experience in mind, ensuring that every space actively supports engagement, creativity, and 21st-century skills. IDS goes above and beyond to support you through the entire process including post-occupancy services to help support your staff in adapting to your new working environment.

  With decades of experience in the education market, IDS has a dedicated PK-12 design team that consists of design professionals and professional educators with classroom, principal and central office leadership experience. At IDS, we create learning environments that inspire educators, engage students, and set the foundation for lifelong success. Our team will work hand-in-hand with Washtenaw ISD to tailor solutions that align with your district's specific needs, values, and educational goals.

- **Process and Collaboration.** We know from experience that taking the time to be good listeners, following a collaborative process, and prioritizing initiatives, is a wonderful way to build a team. This type of big-picture planning can be used positively to assess project priorities relative to community feedback, internal and external stakeholders, and administration. At IDS, we have developed an agile project approach that is rigorous, iterative, and engaging. The result of our process is more engagement and spaces that are more suited to your current and future needs.

- **Commitment to Sustainable Design.** Our multidisciplinary approach has enabled us to be a trusted partner with many clients as they pursue a more sustainable approach. We have had the privilege to work in many school districts, ISD's and higher-level universities on many of their ambitious and forward-thinking initiatives. IDS has dozens of LEED accredited professionals on staff and has signed the AIA (American Institute of Architects) 2030 Commitment as a public pledge to actionable sustainability and climate goals.

We are proud of the work we do with our clients and believe the relationships we have built with so many speaks directly to our depth of management of projects, from planning and design to budgeting and project management services. We confidently encourage you to reach out to the references provided to you in this proposal, to hear first-hand of the commitment we bring to every task we undertake.

We look forward to discussing our proposal further with you. Thank you for your consideration.

Sincerely,

Integrated Design Solutions, LLC

Bruce Snyder Senior Vice President of Finance Principal, PK-12 Market Focus	Heidi Maltby-Skodack Innovation & Learning Design Specialist

iDS

TABLE OF CONTENTS

WE BELIEVE. INNOVATION IS NOT TRENDY. IN A SUSTAINABLE PRACTICE. **IN** AN **INTEGRATED** DESIGN APPROACH. GREAT IDEAS COME FROM THE MOST UNLIKELY SOURCES. **DESIGN** MUST BE INCLUSIVE. EMPATHY BUILDS KNOWLEDGE. **SOLUTIONS** ARE BORN FROM PURPOSEFUL DESIGN.

The innovation and resourcefulness we bring to PK-12 projects has been instrumental in our success within the market for over a decade. IDS strongly believes in creating a safe and reliable learning environment where students can thrive. We pride ourselves on meeting the structural and design demands of school buildings and classrooms while adapting to the trends of diverse instructional and learning modes. Our commitment to help improve the educational system through professional, quality services has and continues to be our core focus.

FIRM HISTORY

Integrated Design solutions was founded, in Michigan in November 1999, with a focus on integrating architecture and engineering into cohesive design solutions, as well as an unending commitment to exceptional customer service.

Our mission is simple. “We believe in uncompromising customer service beginning with quality Integrated Design Solutions for our clients. Our commitment to progressive vision, integrity and leadership is carried through every member of our staff to build on and strengthen our relationships with each other, our clients and our community.”

IDS is a Limited Liability Corporation.

SERVICES

Architecture
Planning & Strategies
Interior Design
Mechanical & Electrical Engineering
Technology Design
Energy & Sustainability
Learning Design

WE ARE

OUR EXPERIENCE

75% Educational Clients

95% Repeat Clients

45+ Schools Districts

“We believe that inspiring and engaging environments are created with students at the center, where design professionals and educators collaborate to achieve success”

IDEAS STUDIO for education

OUR WHY

At IDS, we believe that exceptional learning environments emerge from a deep understanding of both education and design. IDS has a dedicated *IDEAS Studio for Education* where we unite a team of design professionals and educators that work with you to bring your school district's vision for teaching, learning, and the built environment to life. With deep expertise in designing for the future, changing educational practices and pedagogy, our team of professionals seamlessly integrates the needs of students, teachers, staff, administrators, and the community into every project.

AT IDS WE...

ELEVATE YOUR LEARNING ENVIRONMENTS

At IDS, we integrate educational insights with design expertise to craft exceptional learning environments that align with your district's vision and objectives.

COLLABORATING WITH YOUR COMMUNITY

Our collaborative approach engages students, educators, parents, and community members to align designs with educational goals and community values.

BRIDGE THE GAP BETWEEN EDUCATION AND THE BUILT ENVIRONMENT

Our Learning Design Specialists work in tandem to blend educational expertise with innovative design to create innovative, functional spaces that reflect your district's vision.

EXPERTISE

REIMAGINING LEARNING

- Specialized Learning Design PK-12
- Curriculum & Instruction Coaching
- Implementation Design Coaching

INSPIRING DESIGN

- Future Focused Learning Environments
- Expertise in STE(A)M, CTE, Art, Early Elementary, Music, Athletics

STRATEGIC PLANNING

- Visioning and Stakeholder Workshops
- District Strategic Plan Facilitation
- Long Term Master Planning

DESIGN THINKING

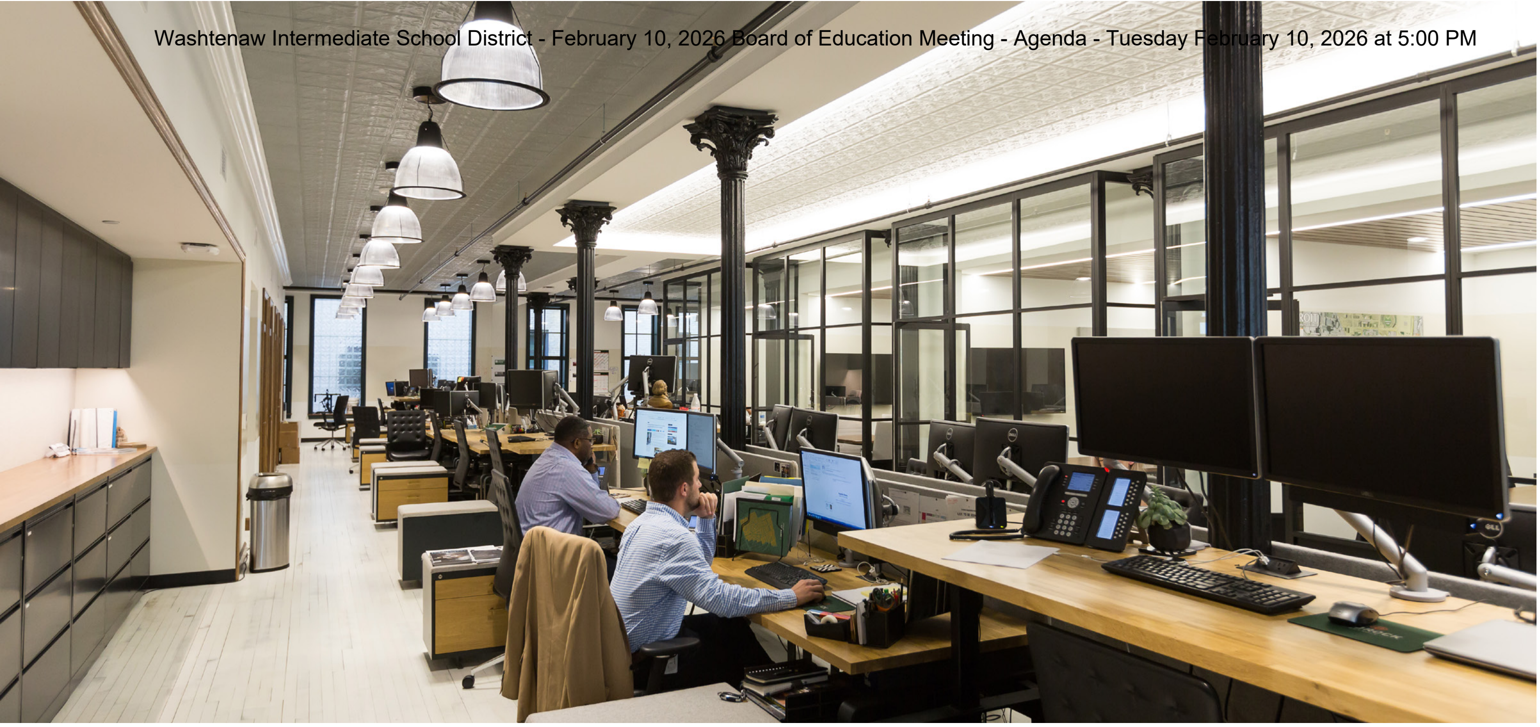
- Human-Centered Design Workshops
- Team Problem-Solving Workshops

BOND PLANNING

- Bond Planning Facilitation
- Bond Campaign Planning

CHANGE MANAGEMENT

- Transition Planning & Staff Professional Development
- Instructional Coaching for Change
- Administrative and Central Office Change Management



PROJECT TEAM

MANAGEMENT TEAM

Principal-in-Charge
Bruce Snyder

Project Manager
Andrew Maurer

RESOURCE TEAM

Interior Design
Caitlyn Koeth

Project Architect
Kelsey Reynolds

Learning Design Specialist
Heidi Maltby-Skodack

BRUCE SNYDER

CEM, LEED® AP

Principal-in-Charge

Bruce has personally been involved with all of IDS' PK-12 projects over the past 28 years and brings extensive experience to the project team. As Principal of our PK-12 market, he is your administrative contact at the highest management level of IDS. He will lead our overall team, as well as assess the project requirements of the project. He is also the manager of our sustainability team and a specialist in the area of energy management.

EDUCATION
Bachelor of Science in Mathematics
University of Detroit

REGISTRATIONS
LEED Accredited Professional
Building Design + Construction
The U.S. Green Building Council

Certified Energy Manager
Association of Energy Engineers

Certified Energy Auditor

Certified Demand Side Manager

ASHRAE

Board Member Association of Energy Engineers East, MI Chapter

RELEVANT EXPERIENCE

Brother Rice High School
- High School Renovations & Additions

Clio Area Schools
- Master Planning for District Consolidation
- Sinking Fund Projects
- New Elementary
- High School Major Renovation
- Middle School Major Renovation
- New Athletic Fields & Concessions

School District of the City of Pontiac
- Administration Building Renovation
- Whitmer Human Resource Center Renovations
- Pontiac High School Renovations
- Pontiac High School Locker Room Renovations
- HVAC Upgrades - Multiple Elementary Schools
- Pontiac Middle School International Technology Academy Science Room Renovations

Romeo Community Schools
- 2016 Facilities Bond
- 2017 Secure Entry Renovations
- 2018 Sinking Fund
- Barnabo Field Improvements
- New Romeo Middle School Programming
- Romeo RETC New High School

Romulus Community Schools
- 2018 Sinking Fund
- New Secured Entries
- High School Major Renovations
- New Special Education Rooms

School District of the City of Pontiac
- Facility Condition Assessment Update
- Owen/Kennedy Elementary School
  - Kennedy Center Cafe
- New Athletic Complex
- New Secured Entries
- New Science Labs
- District Wide HVAC Renovation
- 2020 Bond Planning

Oxford Community Schools
- Oxford Virtual Academy Marketplace Expansion
- District Master Plan
- Concessions Building

South Lyon Community Schools
- 2015 Bond Planning
- South Lyon East High School
- New Elementary
- Athletic Complex

Macomb Community College
- John R. Dimitry Student Center
- New Data Center
- Albert L. Lorenzo Cultural Center

Oakland Schools
- New Secured Entries
- New Parking Lots & Roofs
- New STEM Mobile Classroom
- New Technology Lab

Detroit Catholic Central
- STEM Building
- Master Planning
- New Athletic Complex

ANDREW MAURER

Project Manager

Education is at the heart of Andrew's career. Having worked for 25 years in public education, Andrew has the experience to understand the challenges that educators and school districts face. Andrew has a passion for meeting the needs of students and educators. His years in education were built upon connecting with students and fellow educators to ensure that all students experienced learning in a way that was relevant and impactful to them. Now his mission is to bring his experience in education to support stronger connections between the IDS team and the education community with the goal of designing and delivering future-focused learning spaces.

EDUCATION

Master of Education in Career and Technology Education
Bowling Green State University

Bachelor of Science in Technology Architectural/Environmental Design Technology
Bowling Green State University Cum Laude

Postbaccalaureate Certification, Social Studies Endorsement
Baker College/Oakland Community College
Summa Cum Laude

RELEVANT EXPERIENCE

Northview Public Schools

- 2025 Capital Bond Campus Master Plan
- Administration Building Renovation
- High School Science Wing VAC Improvements
- East Oakview Gymnasium + Classroom Additions
- High School Performing Arts Addition
- High School Media Center Renovation
- High School Locker Room Addition

Van Buren Public Schools

- 2019 Bond Program
- Early Childhood Center
- Tyler Elementary Secure Entry + Office Relocation
- Savage Elementary Secure Entry + Office Relocation

Lincoln Park Public Schools

- Elementary Secured Entries
- Lincoln Park Athletics Improvements
- High School Toilet Room Renovations
- Lafayette Elementary Secured Entry and Office Relocation
- Middle School Toilet Room Renovations
- Elementary Toilet Room Renovations

Fowlerville Community Schools

- Smith Early Childhood Renovations
- Kreeger Elementary Renovations
- Junior High Renovations
- High School Renovations
- High School CTE Courtyard

Ann Arbor Public Schools

- District Capital Improvements Plan
- Middle School Pool Decommissioning

CAITLYN KOETH

NCIDQ, IIDA

Interior Designer

As an interior designer, Caitlyn's primary focus is to create a positive and functional space for the user. She works closely with the design team to create dynamic spaces that integrate interior design to fulfill client needs functionally and aesthetically. Caitlyn's role is to work with the planning team from the project kick-off meeting and understand the interior concepts. She communicates with our in house engineers to make sure the furnishings, fixtures and equipment are integrated into the architectural product in the end.

EDUCATION

CIDA Accredited Bachelor of Arts
College of Architecture and Environmental Design

Kent State University, Kent, OH
and Florence, Italy Campus

REGISTRATIONS

National Council for Interior Design Qualifications Certificate # 25713

International Interior Design Association

RELEVANT EXPERIENCE

Bedford Public Schools
- 2018 Bond Program

Birmingham Public Schools
- Furniture Assessment
- Groves High School
- Groves High School Athletics Building
- Seaholm High School
- Seaholm Athletics Field
- Seaholm Tennis and Track Field
- Seaholm Auxiliary Gym and Stadium Improvements
- Annex Addition

Detroit Catholic Central
- Natatoriam

Fowlerville Community Schools
- New K2 Elementary
- District Building Renovations

Lincoln Park Public Schools
- 2019 Bond Planning
- Carr Elementary Building Upgrades
- Hoover Elementary School Renovation and Addition

Oakland Community College
- Building M Interior Renovation Study
- Building AH Renovations

Oxford Community Schools
- Miscellaneous Renovations

Pinckney Community Schools
- High School Athletics

School District of the City of Pontiac
- Pontiac High School Locker Room Renovation

Van Buren Schools
- Bond Series 3
- Early Childhood Center
- Owen Elementary School

University of Michigan
- CSRB Innovation and Helio Lab

KELSEY REYNOLDS

RA, NCARB

Project Architect

Kelsey is a dedicated Project Architect known for her strong technical expertise, thoughtful design approach, and commitment to delivering high-quality project outcomes. With a solid background in architectural planning, documentation, and project coordination, she plays a key role in guiding projects from early concept development through construction completion. Collaborative by nature, Kelsey builds strong working relationships with clients, contractors, and multidisciplinary teams. She is known for her reliability, responsiveness, and ability to adapt quickly to evolving project needs.

EDUCATION

B.S. Architecture, Minor in German Studies
University of Michigan

Masters Architecture
University of Michigan

Graduate Certificate in Real Estate Development
University of Michigan Ann Arbor

REGISTRATIONS

Registered Architect

PROFESSIONAL AFFILIATIONS

NCARB
ULI (Urban Land Institute)
Fitwell Ambassador

RELEVANT EXPERIENCE

Oakland Community College

- CREST Renovation

Macomb Community College

- EC Apparatus Building

Fowlerville Community Schools

- New K-2 Elementary School

University of Michigan

- Leinweber Computer Science and Information Building
- Student Housing

University of Detroit Mercy

- Titans Club Renovation

HEIDI MALTBY-SKODACK

Learning Design Specialist

Heidi has over 20 years of experience within the education field. Previously, she was the Executive Director of School Improvement with a specialization in STEM/ CTE programs for Traverse City Area Public Schools. She knows the ins and outs of what makes a successful educational facility with collaboration spaces, classrooms, and the overall student life on school campuses. With her inside knowledge of educational facilities and research expereince, she is an asset to this project team.

EDUCATION

Bachelor of Science in Architecture
Lawrence Technological University

Master's CTE Administration
Ferris State University

Educational Specialist in Leadership
Oakland University

Doctoral in Organizational Leadership
Oakland University

PROFESSIONAL AFFILIATIONS

Michigan Association of Superintendents and Administrators (MASA)

League of Innovative Schools

Association for Supervision and Curriculum Development (ASCD)

Newton's Road Advisory Board Member

AWARDS & HONORS

Gerstacker Fellow

Google GSV Education Innovation Fellow

Govenor Whitmer's MISTEM Council Member

Time Magazine - STEM 21st Century Learning Program of Excellence

Women Leaders in STEM Award

Oakland Community College Adjunct Faculty of the Year Nomination

National Presenter Inclusive Innovation - Edweb & Liberated Way's Digital Promise Center for Inclusive Innovation

RELEVANT EXPERIENCE

Detroit Catholic Central
- Masterplan

Newaygo County RESA
- Special Education Addition

Goodrich Area Schools
- Masterplan

Grand Blanc Public Schools
- Masterplan

Ann Arbor Public Schools
- Masterplan

Northview Public Schools
- Campus Master Plan

Greenhills School
- Masterplan

Traverse City Area Public Schools
- Innovation and Manufacturing Centers - As TCAPS Executive Director of School Improvement and Innovative Programs

PROJECT APPROACH

Facilities & Workspace Alignment

IDS offers comprehensive evaluation and planning services to help the Washtenaw Intermediate School District assess, reimagine, and strategically align its professional learning, collaboration, and district support environments to best serve local districts across the region. This study is intentionally focused on adult learning, cross-department collaboration, instructional services, and administrative support spaces that enable WISD to function as a regional hub for training, innovation, and systems-level improvement. The process supports facility planning with a deep focus on professional practice, equity, service delivery, and long-term adaptability.

Discovery and Investigation

IDS will begin by conducting a holistic assessment of WISD's professional learning, collaboration, and operational workspaces, evaluating current condition, functionality, utilization, flexibility, and educational effectiveness. This includes training rooms, collaboration and meeting spaces, coaching and specialist offices, program delivery spaces, administrative environments, and community-facing convening areas. The assessment will examine physical infrastructure, furniture systems, technology integration, lighting, acoustics, and the capacity of each environment to support facilitation, adult learning, hybrid training models, and scalable district services. This phase establishes a clear understanding of how space currently supports or constrains WISD's mission.

Washtenaw Intermediate School District Engagement

To guide this work, IDS will facilitate targeted site-based workshops and focus groups with WISD leadership, instructional service teams, professional learning staff, and departments such as special education, technology, early childhood, CTE, and student supports. These sessions will explore how existing spaces support current work, training delivery, collaboration, and district partnerships, while also identifying barriers, inefficiencies, and aspirational future needs. Through this highly collaborative process, IDS will identify gaps between the current-state facility conditions and WISD's desired future service model.

Development of Vision

Findings from the assessment and engagement phases will inform a future-forward Facilities and Workspace Vision for WISD. This vision will clearly articulate how physical environments can evolve to support scalable professional learning, hybrid and multi-district training, cross-functional collaboration, regional convening, instructional innovation, and staff wellbeing. The vision will be supported by strategic recommendations for adapting existing spaces, identifying priority investments, and phasing improvements over time to align with WISD's long-term educational leadership, service delivery, and operational goals.

Our approach blends architectural expertise with educational insight to deliver actionable, equitable, and sustainable solutions for Washtenaw Intermediate School District.

Architectural & Implementation Services

Following the Facilities and Workspace Alignment engagement and confirmation of project scope, IDS will provide architectural and implementation services to support the realization of the recommended improvements. This phase will begin with coordination with the Construction Manager to develop an estimate of probable construction cost aligned with established scope, priorities, and phasing. IDS will participate in formal review meetings with the Washtenaw Intermediate School District to present progress, refine design direction, and confirm alignment with district goals.

IDS will prepare coordinated construction documents, including detailed plans and technical specifications developed as a single bid package suitable for permitting and competitive bidding. During the bidding phase, IDS will attend the pre-bid conference to clarify design intent, support contractor understanding, and assist the district in achieving a competitive and transparent bidding process.

During construction, IDS will provide construction administration services to support quality, schedule, and budget alignment. These services will include the review of shop drawing submittals, preparation of field orders and change orders as required to clarify construction documents, and review of bulletin quotations. At project completion, IDS will prepare a final punch list with a follow-up visit and will provide a recommendation for final payment to support formal project close-out.

SCOPE OF PROFESSIONAL SERVICES

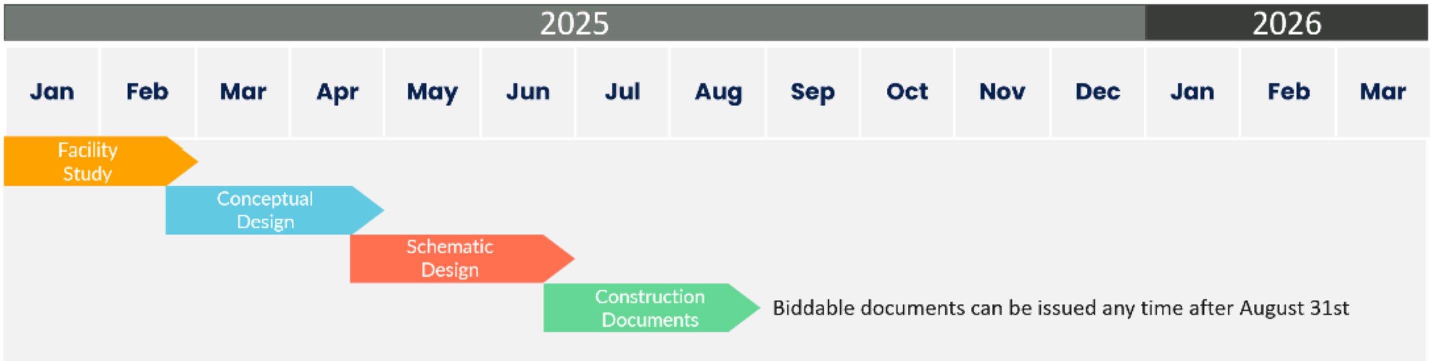
Services provided by IDS will include:

1. Attendance at a project kick-off meeting with Washtenaw Intermediate School District representatives.
2. Conduct a facilities and workspace alignment study
3. Coordinate with the construction manager on the development of an estimate of probable construction cost at the conclusion of scope confirmation.
4. Attendance at four (4) review meetings with Washtenaw Intermediate School District.
5. Development of construction documents to include plans and specifications as one bid package.
6. Application to all authorities having jurisdiction including LARA, BCC, BFS.
7. Attendance at a pre-bid conference.
8. Construction phase services, including:
    a) Review of shop drawing submittals.
    b) Preparation of field orders and change orders to clarify construction documents, if required.
    c) Review of bulletin quotations.
    d) Attendance at four field observations and/or construction meetings and preparation/distribution of reports/notes.
9. Preparation of a final punch list with one follow-up trip.
10. Recommendation for final payment.

FEE

Based upon a projected project cost of $1.75million, at a 7% rate, we propose to provide the services of our staff on a lump-sum basis of **$122,500**. This fee amount will be confirmed at the conclusion of the conceptual design cost estimate and adjusted up or down accordingly.

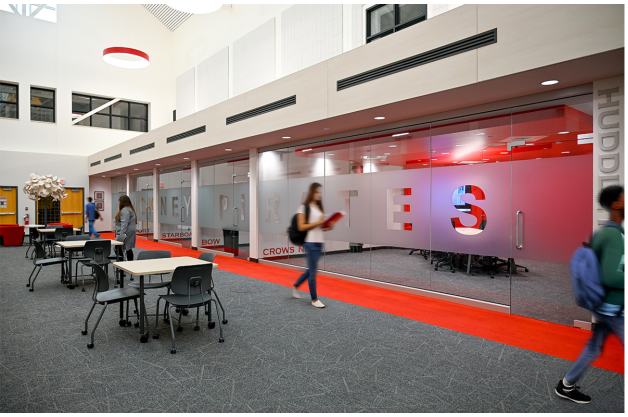
PROJECT TIMELINE



RELEVANT EXPERIENCE

MEDIA CENTER RENOVATIONS

PINCKNEY COMMUNITY SCHOOLS



LOCATION
Pinckney, MI

SIZE
11,600 SF

PROJECT COST
Part of $59M bond

COMPLETION DATE
Fall 2024

REFERENCE
Basia Kiehler
Assistant Superintendent of Curriculum and Assesment
bkiehler@pinckneypirates.org
810-225-3902

The Pinckney "Open Space" encompasses 11,600 square feet, previously designated as the school's Media Center. Built in 1999, the high school was organized around academic wings connected by a large student commons, dining area, and media center. However, as educational trends evolved, the media center's role diminished, leaving an underutilized space at the heart of the school.

Through a collaborative process involving district leadership, teachers, industry partners, and student participation, the design team analyzed what would draw students back to the space and identified the tools and resources essential for success in today's world.

The solution introduces diverse environments that cater to every learner, from quiet reflective nooks to larger areas for group gatherings and presentations. The redesigned space shifts away from its traditional reliance on books and printed media, incorporating innovative programs and activities. It provides students with resources and technology aligned with those found in higher education and corporate settings, ensuring relevance and adaptability for modern learning.


iDS

RELEVANT EXPERIENCE

CORPORATE HEADQUARTERS

UNITED SHORE FINANCIAL

LOCATION
Pontiac, MI

SIZE
570,000 sq. ft.

PROJECT COST
$30 Million (Approx.)

COMPLETION DATE
August 2018

REFERENCE
Kevin Kmet
Vice President, Building Operations
kkmet@unitedshore.com
800.981.8898 ext. 4357

United Shore Financial (USF) was looking to relocate their corporate headquarters to a facility that would accommodate their “work hard, play hard” culture as well as their growing number of employees. IDS was initially tasked with assisting USF with the selection of a new site for their corporate campus. Three different locations were researched before the decision was made to proceed with the purchase of a 600,000 sq. ft. existing office building.

IDS has been challenged with completing facility condition analyses, space planning, test fits, conceptual design and cost analysis for the latest and final location after successfully assisting in the processes for the previous two site locations. This process has resulted in the determination to begin a 570,000 sq. ft. renovation that will satisfy the need for more space, while maintaining a cohesive and collaborative workplace for up to 5,000 employees.

USF desired to create an environment where staff could work effectively and efficiently, while also providing leisure and active spaces both indoors and out on their corporate campus. Walking trails, an outdoor plaza, and outdoor basketball and volleyball courts provide spaces for employees to meet, collaborate and socialize. Indoor amenities include game rooms, full service cafeteria, in-house physicians offices, fitness center and Starbucks.

The project team was challenged with an expedited project schedule that consisted of six months for design and six months for construction. Design kicked off in June of 2017 with all employees moving in by September 2018.


UNITED SHORE

RELEVANT EXPERIENCE

INNOVATION GARAGE

DOMINO'S

LOCATION
Ann Arbor, MI

SIZE
33,000 SF

PROJECT COST
$12,000,000

COMPLETION DATE
July 2019

REFERENCE
Kelly Garcia
SVP, eCommerce
Development and Emerging Technologies
(734) 930-3030
kelly.garcia@dominos.com

Domino's, who is a current tenant within the iconic Domino's Farms Office Park in Ann Arbor, needed a new facility to satisfy a corporate need for research space required by its retail and technology operations. This new facility will accommodate permanent workspace for an initial 90 research staff and a planned additional growth space for 60 more over a five-year period.

In evaluating the architectural aesthetic for this facility, it was necessary to consider that the design of any additional building in the context of the Frank Lloyd Wright inspired main building known as the Prairie House, should not diminish that iconic design with a scaled imitation. The two-story building was positioned at the center of the parcel and nestled into the slope, much like Frank Lloyd Wright's Taliesin principles which adheres to an organic philosophy of positioning a building in the brow of the hill. The sloping center section of the form reflects the site topography from north to south.

Inside, the building is intended to be a highly collaborative and teambased work environment. The lower floor area is almost entirely open with flexible space for retail research mock-ups, large team conference space, collaborative event space and a high-tech showcase garage. Large interior glass garage doors separate spaces that need occasional isolation. The upper floor provides open workspace with multiple opportunities for break out conversations and teaming. The middle of the floor is open to the lower level with collaborative spaces that overlook the research happening on the floor below.


INNOVATION
GARAGE

INSURANCE

ACORD®

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 12/13/2024

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER
Professional Concepts Insurance Agency, Inc.
1127 South Old US Highway 23
Brighton MI 48114-9861

CONTACT NAME: Certs@pciaonline.com
PHONE (A/C, No, Ext): (800) 969-4041 FAX (A/C, No): (800) 969-4081
E-MAIL ADDRESS: Certs@pciaonline.com

INSURER(S) AFFORDING COVERAGE		NAIC #
INSURER A :	Hartford Underwriters Ins. Co.	30104
INSURER B :	Nutmeg Insurance Co	39608
INSURER C :	XL Specialty Insurance Company	37885
INSURER D :		
INSURER E :		
INSURER F :		

INSURED
Integrated Design Solutions LLC
1441 W Long Lake Rd
Suite 200
Troy MI 48098-4436

COVERAGES **CERTIFICATE NUMBER:** 24-25 All **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	X COMMERCIAL GENERAL LIABILITY; CLAIMS-MADE; X OCCUR; X Contractual Liability; X X,C,U; GEN'L AGGREGATE LIMIT APPLIES PER: X POLICY, PRO-JECT, LOC; OTHER:			35SBWBA6PDG	12/07/2024	12/07/2025	EACH OCCURRENCE	$ 2,000,000
							DAMAGE TO RENTED PREMISES (Ea occurrence)	$ 1,000,000
							MED EXP (Any one person)	$ 10,000
							PERSONAL & ADV INJURY	$ 2,000,000
							GENERAL AGGREGATE	$ 4,000,000
							PRODUCTS - COMP/OP AGG	$ 4,000,000
								$
B	AUTOMOBILE LIABILITY; X ANY AUTO; OWNED AUTOS ONLY; SCHEDULED AUTOS; HIRED AUTOS ONLY; NON-OWNED AUTOS ONLY			35UEGGE3126	12/07/2024	12/07/2025	COMBINED SINGLE LIMIT (Ea accident)	$ 1,000,000
							BODILY INJURY (Per person)	$
							BODILY INJURY (Per accident)	$
							PROPERTY DAMAGE (Per accident)	$
							Uninsured motorist	$ 1,000,000
A	X UMBRELLA LIAB; X OCCUR; EXCESS LIAB; CLAIMS-MADE; DED; X RETENTION $ 10,000			35SBWBA6PDG	12/07/2024	12/07/2025	EACH OCCURRENCE	$ 10,000,000
							AGGREGATE	$ 10,000,000
								$
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y/N; ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) N; If yes, describe under DESCRIPTION OF OPERATIONS below	N / A		35WEGBA7V3V	12/07/2024	12/07/2025	X PER STATUTE; OTH-ER	
							E.L. EACH ACCIDENT	$ 1,000,000
							E.L. DISEASE - EA EMPLOYEE	$ 1,000,000
							E.L. DISEASE - POLICY LIMIT	$ 1,000,000
C	Professional Liability; Contractor's Pollution			DPR5036913	12/07/2024	12/07/2025	Per Claim	$ 5,000,000
							Aggregate	$ 5,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER

For Informational Purposes Only

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Michael Cosgrove

ACORD 25 (2016/03)

DISCLOSURES

IDS has no Familial Relationships to Washtenaw Intermediate School District.

We certify, represent and warrant that IDS is not an “Iran linked business” within the meaning of the Iran Economic Sanctions Act, Michigan Public Act No. 517, and in the event that IDS is awarded a contract, will not become an “Iran linked business” at any time during the course of performing the work or any services under the contract.

Coversheet

Retainer Newsletter

Section:	XI. Administrative Reports
Item:	B. Retainer Newsletter
Purpose:	
Submitted by:	
Related Material:	Thrun_Law_Firm_-_January_2026_School_Law_Notes.pdf

THRUN
LAW FIRM, P.C.

SCHOOL LAW NOTES

JANUARY 29, 2026

THRUNLAW.COM

EAST LANSING
NOVI
WEST MICHIGAN

School Board Recognition Month

January is School Board Recognition Month. Thrun Law Firm has enjoyed the privilege of representing and working with Michigan school boards since 1946. We recognize board members' commitment, dedication, and passion for the schools they serve. We applaud the positive impact your efforts have on your students, schools, and communities. Thank you for allowing us to continue working with you in serving your schools.

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Administrator Non-Renewal Deadlines on the Horizon

Revised School Code (RSC) Section 1229 establishes deadlines, timelines, and procedural requirements to nonrenew a school administrator's employment contract. To comply with the statute, the nonrenewal process must begin at least 90 days before a particular administrator's employment contract terminates (e.g., no later than April 1 for a contract that ends June 30).

The sample timeline below is based on the statutory *minimum* number of days a board needs to act before nonrenewing an administrator's contract that will expire on June 30:

- By April 1: Notify the administrator that a recommendation will be made to the board to consider nonrenewal of the administrator's contract, along with a written statement of the reasons for the recommendation. This notice of the board's intention to consider nonrenewal must occur at least 90 days before the expiration of the administrator's employment contract.
- April 1 to May 1: The administrator must have at least a 30-day period within which to request a meeting with the board to discuss the recommendation. If the board fails to provide for a meeting during this period, the administrator's contract is automatically renewed for an additional year. This meeting may be held in closed session at the administrator's election.
- By May 1: The board must notify the administrator of its final determination. If the Board votes to nonrenew, notice must be given at least 60 days before the expiration of the administrator's contract. If the board does not provide written notice of the nonrenewal 60 days before the contract expiration, the administrator's contract is renewed for an additional year.

This year, we recommend starting the nonrenewal process no later than March 15 for a contract that will expire on June 30. An early start is important because any error in the statutory nonrenewal process will result in the administrator's contract automatically renewing for an additional year.

Administrator Contracts

For administrators other than superintendents, the nonrenewal process begins when the board sends written notice to the administrator, at least 90 days before the employment contract expires, that it may consider nonrenewal for specific, non-arbitrary, and non-capricious reasons. The superintendent typically provides those reasons to the board for consideration. The superintendent must understand the nonrenewal standard and draft a legally compliant nonrenewal recommendation for board consideration.

All board decisions must be made in open session, but the board may review the matter in closed session if the named administrator requests a closed hearing. If the board decides to consider the administrator's nonrenewal, it must approve in open session a resolution that identifies the specific reasons the board is considering nonrenewal.

The board then must provide written notice to the administrator that it will consider nonrenewal. This requirement can be met by giving the administrator a copy of the resolution and a written statement of the underlying reason(s) for nonrenewal. The administrator is entitled to receive these documents at least 30 days before the meeting at which the board will determine whether to nonrenew.

Before the nonrenewal determination is made by the board, the administrator must be given notice of the opportunity to meet with a majority of the board at a board meeting to discuss the stated reason(s) for nonrenewal. The meeting may occur in closed session at the administrator's request, but the board must return to open session if it wishes to approve a nonrenewal resolution.

The entire process must be completed at least 60 days before the employment contract's termination date (e.g., by May 1 for a contract that terminates June 30).

Superintendent Contracts

Nonrenewing a superintendent's contract is less complicated. RSC 1229(1) requires only that the board take action and provide written notice of nonrenewal to the superintendent at least 90 days before the contract expires.

Other Contract Terms

Before recommending nonrenewal, school officials should review individual employment contracts for additional terms that could complicate or preclude nonrenewal. For example, a contract may contain additional notice requirements (i.e., requirements beyond RSC Section 1229's minimum requirements) or an "evergreen" clause, which could perpetually extend a contract without affirmative board action.

Tenure Rights

An administrator's (including a superintendent's) teacher tenure rights must also be considered when pursuing nonrenewal. If the administrator has a current teaching certificate and has earned teacher tenure at the nonrenewing school, that administrator may have residual tenure rights, including the right to be placed in a teaching position for which the administrator is certificated and qualified.

School officials should verify whether an administrator has an active teaching certificate and track the expiration dates of administrator contracts to avoid unintentional contract renewals.

For Thrun Policy Service subscribers, superintendent and administrator nonrenewal requirements are covered in Policy 4508 and its corresponding administrative guideline, 4508-AG, and Policy 4607.

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Strategic Preparation for Teacher Contract Negotiations: Understanding Legal Requirements and Anticipating Union Interests

As school officials prepare to negotiate teacher collective bargaining agreements (CBA), effective preparation goes beyond merely reviewing budgets and timelines. School officials can set themselves up for success by entering the process with a clear understanding of their school's legal obligations and the teachers' union's interests. Developing a strategy that adheres to the law and anticipates the union's priorities will allow school officials to prepare clear proposals framed to promote collaboration rather than conflict.

Teacher Placement

Since several amendments to PERA Section 15 took effect in February 2024, teacher placement, evaluation, and discipline are no longer prohibited bargaining subjects. Many school officials have already bargained over these topics, while some boards and unions have agreed to "kick the can down the road." Regardless of whether language already appears in your current CBA or language proposals regarding these topics will be on the table for the first time this winter, school officials are obligated to bargain these now-mandatory subjects.

Beginning negotiations using union-drafted proposals can significantly erode the school's leverage and increase the risk of agreeing to unfavorable CBA terms. Instead, school officials should consider their existing board policies and use them as the baseline for developing and negotiating any new CBA provisions.

In terms of teacher placement, amended Revised School Code (RSC) Section 1248 establishes factors that school officials must consider when making all personnel decisions, including teacher placement decisions. The statute provides that teacher effectiveness, as measured by a school's performance evaluation system under RSC Section 1249 or as otherwise collectively bargained, *must* be used as a factor for teacher placement decisions. Other factors that *may* be considered in personnel decisions under RSC Section 1248 include: (1) length of service in a grade level or subject area; (2) the teacher's disciplinary record; and (3) relevant special training, other than professional development or continuing education as required by the school or Michigan law, and integration of that training into instruction. Length of service may not be used as the *sole* factor in teacher placement decisions but *may* be considered as a tiebreaker if such a decision involves two or more employees who are otherwise equal. RSC Section 1248 also requires a school board to adopt, implement, maintain, and comply with "clear and transparent" procedures for teacher placement decisions.

Notably, RSC Section 1248's application is limited to *classroom teachers* and does not apply to instructional coaches, counselors, or employees who are not the teacher of record or assigned to a classroom. Many teacher CBA recognition clauses cover not only teachers but also counselors, social workers, nurses, and other staff members. School officials should expect that unions will seek to expand these teacher placement procedures to apply to non-teaching professionals or bargaining union members who do not meet RSC Section 1248's current definition of "teacher."

Further, when preparing for CBA negotiations, school officials should anticipate that unions will likely provide template contract language that generally seeks to reestablish seniority-based systems for teacher placement decisions. In responding to those demands, school officials should consider the practical implications that impact administrative options when making teacher placement decisions. Accordingly, school officials should strive to negotiate teacher placement frameworks that preserve administrative discretion and prioritize selecting the most qualified and effective teachers for each position, rather than defaulting to automatic placement based on seniority alone.

Also, it is important to consider that RSC Section 1248 does *not* provide an exhaustive list of factors for consideration. This means that school officials can look to include additional factors outside of the enumerated factors of length of service in grade level or subject area, disciplinary record, and relevant special training. Therefore, school officials should consider including additional factors, such as a teacher's:

- knowledge of the content area;
- ability to impart that knowledge;
- rapport with students, parents, and colleagues; and
- ability to withstand the rigors of teaching.

When responding to union proposals, school officials need not agree to standards exceeding those listed in RSC Section 1248. Agreeing to language that restricts the factors that can be considered for teacher placement decisions may reduce administrative discretion and flexibility. School officials should instead consider strategies to negotiate and establish "clear and transparent" procedures that maintain, if not expand, discretion and flexibility in teacher placement decisions.

Grievance Procedures

When negotiating grievance procedures in teacher CBAs, school officials should strive for a narrow definition of what constitutes a "grievance." Best practice is to limit grievances to alleged *express violations of the CBA itself*, rather than broader claims of "misinterpretation or misapplication of board policies, practices, or rules." Union proposals that seek to expand the grievance definition to include board policy or "established practice" significantly broaden exposure to grievances and invite needless arbitration over matters that are properly deemed management rights.

School officials should also carefully consider the structure of the grievance process and whether appeals to the board are a necessary step. Removing the board from the grievance appeal process can help avoid politicizing disputes and preserve the board's role as a policy-making body rather than a quasi-judicial forum. As an alternative, schools may consider incorporating a mediation step that uses the Michigan Employment Relations Commission's free mediation services as a final or optional step before arbitration.

Additionally, grievance language should include firm procedural guardrails and clear limits on an arbitrator's authority. Strict time limits should apply to both parties, with explicit consequences—such as grievances being deemed withdrawn if the union misses a deadline—to encourage prompt resolution. Just as important, it is recommended that the CBA expressly and narrowly restrict arbitral authority over former prohibited subjects, such as evaluations (unless required by law), assignments, layoffs and recall, and discipline, thereby preserving the school's limited resources, controlling costs associated with prolonged grievance litigation, and maintaining the flexibility necessary for school officials to make timely, sound employment decisions.

As the bargaining season quickly approaches, if you need assistance with negotiation preparation, strategies, or language, please contact a Thrun labor attorney.

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Reminder: Spring Student Count Day is Quickly Approaching

The State School Aid Act establishes two student count days each school year to determine the amount of state aid distributed to a school: the first Wednesday in October and the second Wednesday in February. The 2026 spring (supplemental) count day is **Wednesday, February 11, 2026**.

School officials must *strictly* follow *Pupil Accounting Manual* requirements to count students in membership and must ensure that:

- each student is properly enrolled on or before the count day;
- student schedules match attendance records;
- attendance records identify the teacher, class, hour, and dates of instruction;
- original attendance records, including computer-generated records, are signed in ink by the teacher of record;
- attendance marks and excused/unexcused absences comply with school policy; and
- each teacher of record is certificated, authorized to teach under RSC Section 1233b, or holds an MDE-issued substitute teaching permit, authorization, or approval.

A student who is absent from class on count day may still be counted if the student:

- has an excused absence and attends within 30 calendar days after count day;
- has an unexcused absence and attends within 10 school days after count day; or
- is suspended and attends within 45 calendar days after count day.

If instruction is canceled on count day due to conditions not within the school's control, such as a snow day, the school may, with the State Superintendent's approval, use the next school day on which school resumes session for count purposes. If either count day falls on a day of religious or cultural significance, as determined by the school, the immediately following day on which school is in session is count day.

Finally, districts need to be aware that beginning with the Spring 2026 Count Day on February 11, 2026, schools are prohibited from offering any financial incentives to encourage student attendance on pupil membership count day. Violations can result in a 5% reduction to the district's state aid funding. If your district chooses to use attendance boosting strategies, please ensure that they are not financial in nature, as even minor well-intentioned rewards could carry significant budgetary penalties for the district.

• ● •

Disciplining Students with Disabilities

Disciplining students, while difficult, may be one of the most important job functions of a school administrator to ensure a safe and productive learning environment. When a student who engaged in misconduct also has a disability, additional considerations and strict procedural requirements can make disciplinary decisions even more challenging.

Short-Term Disciplinary Removals

Students with disabilities may be disciplined in the same way as nondisabled students if the removal is "short-term" (i.e., not more than ten consecutive school days or ten cumulative days that constitute a pattern of removals in a school year).

For example, if administration suspended a student with a disability for five consecutive school days for having a nicotine vape on campus and later suspended the student seven consecutive school days for fighting, special education protections are not triggered if possessing the vape and fighting did not constitute a pattern of behavior. On the other hand, if the same student's second suspension was for smoking rather than fighting, it would likely constitute a pattern of behavior and special education protections would be triggered.

If the removal is short-term, the student is not entitled to special education services during the period of removal; however, all due process and other policies and procedures applied to nondisabled students must be equally afforded.

Types of Disciplinary Removals

Disciplinary removals that must be tracked for special education purposes may include:

- in-school suspension;
- out-of-school suspension;
- expulsion;

- removal to an interim alternative educational setting for disciplinary offenses involving drugs, weapons, or serious bodily injury;
- repeatedly sending a student home or requesting early pick-up from school due to behavior;
- removing a student from school with a conditional return (e.g., risk assessment or psychiatric evaluation);
- a shortened school day;
- a pattern of office referrals;
- extended time excluded from instruction (e.g., time out); and
- extended restrictions in privileges.

Disciplinary Change of Placement

When a student's behavior results in removal for more than ten consecutive days or more than ten nonconsecutive days constituting a pattern of removal, school officials must conduct a manifestation determination review (MDR) before making any disciplinary change of placement. This protection ensures that a student is not punished for behavior that was a manifestation of their disability.

Conducting the Manifestation Determination Review

The MDR Team, composed of a school representative, the student's parent(s), and members of the student's IEP Team who have relevant knowledge of the student's disability or alleged misconduct, must carefully analyze the incident to determine whether there is a causal relationship between the disability and the misconduct or whether the misconduct was a direct result of a failure to implement the IEP. For example, if the student's disability is ADHD with impulsive behaviors, the MDR Team should examine the facts to determine whether the student's impulsive behavior led to, or was directly and substantially related to, the misconduct.

The MDR Team must review all relevant information in the student's file, including, but not limited to, the student's IEP, teacher observations, and parent input. If the parent presents new information at the meeting, the MDR Team must consider it.

A school official, typically the person who serves as the school representative at IEP Team meetings, leads the MDR meeting and ensures that all members provide input. Team members do not "vote" to determine the outcome. Instead, the school representative is responsible for making the decision after considering all the data, information about the incident that led to the removal, and the MDR Team's input. Once the determination is made, the school must provide the parents with written notice and procedural safeguards, explaining their right to challenge the determination.

If the Conduct Was a Manifestation

If misconduct *was* a manifestation of the student's disability or the direct result of the school's failure to implement the student's IEP, the student generally may not be suspended or expelled for that misconduct.

The student must return to the setting they were in when the conduct occurred unless the parent and school agree that there should be a change of placement as part of a behavior modification plan. The school must also conduct a functional behavioral assessment and create, or modify, a behavioral modification plan.

If the Conduct Was Not a Manifestation

If the student's misconduct was *not* a manifestation of the student's disability, the student may be disciplined consistent with board policy and the student code of conduct. Despite removal, the school must continue to provide programming to ensure a free appropriate public education.

The IEP Team determines the programs and services the student will receive during the removal period. Those programs and services must be tailored to the student's needs, thereby enabling the student to participate in the general education curriculum, albeit in another setting, and make progress toward their IEP goals.

Protections for Students Not Yet Eligible Under the IDEA or Section 504

If a student has not been formally identified but the school has "knowledge" of a possible disability, the student has the right to an MDR before any disciplinary change in placement. A school is deemed to have "knowledge" if:

- the parent expressed a concern in writing to school administrators or a teacher that the student may need special education and related services;
- the parent requested an evaluation;
- the student is currently being evaluated; or
- a teacher or staff member expressed specific disability-related concerns about the student's pattern of behavior to the special education director or another administrator.

A school does not have knowledge, however, under any of the following circumstances:

- the parent refused to allow school officials to evaluate the student;
- the parent refused services for the student; or

- school officials previously evaluated the student and found that the student was not eligible for special education services.

Before disciplining a not-yet-eligible student, school officials should consider whether they have "knowledge" that the student is potentially a child with a disability.

Key Takeaways

- Communication between school officials and teachers is critical to identifying students whose misconduct may be disability-related. Before the long-term removal of any student, examine school records to ensure the school does not have knowledge of a possible disability.
- Train building staff on counting removal days for students with disabilities so that all deadlines are met and procedural protections are offered.
- Train building staff on the purpose and procedure of a MDR to ensure legal compliance.
- Provide new or increased supports to ensure student and staff safety when a student's misconduct is a manifestation of a disability and the student is returning to their original placement.

For specific questions related to student discipline, please contact your Thrun special education attorney.

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MDE Checks Reading Assessments and Curricula Off Its List!

Michigan's K-12 literacy and dyslexia laws required MDE to provide schools with a list of (1) "approved valid and reliable screening and progress monitoring reading assessments," and (2) "evidence-based tier 1, class-wide elementary reading curricula and materials" by January 1, 2026.

On December 18, 2025, MDE issued a memo confirming that both lists were posted to its K-12 Literacy and Dyslexia Laws website. The list of approved K-3 screening and progress monitoring reading assessments can be found here, and the list of approved evidence-based, tier 1, class-wide elementary reading curricula can be found here. Please note that upon clicking the link, it immediately begins downloading a Word document version of the respective list.

School officials must be cognizant of important deadlines and required actions now that MDE has published the lists. RSC Section 1280f(6) requires school districts, intermediate school districts, and public school academies to "select 1 valid and reliable screening and 1 progress-monitoring reading assessment from the assessments approved by the department" by August 1, 2027.

Beginning with the 2027-28 school year, per RSC Section 1280f(22), schools must ensure that their "reading instruction and curriculum materials are evidence-based, with a focus on pupils' mastery of foundational reading skills of phonemic awareness, phonics, fluency, and the development of other reading skills, including, but not limited to, development of oral language, vocabulary, and reading comprehension." While RSC Section 1280f does not explicitly require schools to adopt reading instruction and curriculum materials from MDE's approved list, schools that decide against adoption may suffer a financial penalty under the State School Aid Act (SSAA) for failing to notify parents of their reading curriculum choice.

SSAA Section 164k(e) requires that, "beginning with the fiscal year ending September 30, 2026" (i.e., the 2025-2026 school year), a school that is not using a curriculum from MDE's list must notify all parents or legal guardians of K-5 students "receiving instruction with that curriculum." The notice must include:

- a statement that the curriculum used by the school is not evidence-based or not aligned to state standards, which could negatively impact student academic outcomes;
- a statement explaining why the school is not using a curriculum that is evidence-based or aligned to state standards; and
- a plan, including a projected timeline, for when a new curriculum will be adopted that is evidence-based and aligned to state standards.

If a parent or other individual reports to MDE a school's failure to send this notice and MDE confirms noncompliance, MDE will withhold 5% of the SSAA Section 22b per pupil payment to local schools (foundation discretionary per pupil payment), or 5% of the SSAA Section 81 payment to ISDs (ISD general operations support), for as long as the local school or ISD is out of compliance.

For questions about SSAA Section 164k(e), please contact Cristina T. Patzelt (cpatzelt@thrunlaw.com or 517.374.8776) or Kelly S. Bowman (kbowman@thrunlaw.com or 517.374.8831).

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The Nuts & Bolts of Construction Bidding

Though the ground may currently be frozen, spring construction season is just around the corner, and many schools will soon begin long-planned building improvements. Before shovels hit the dirt, now is a good time to review construction bidding requirements, including prevailing wage laws.

Competitive Bidding

RSC Section 1267 governs competitive bidding for the construction of new school buildings, as well as additions, repairs, or renovations of existing buildings, except for emergency repairs. Critically, Section 1267's requirements are separate from those governing bidding for materials, supplies, or equipment procurement.

Schools must obtain competitive bids for all labor and materials on a project, with limited exceptions. Absent board policy to the contrary, competitive bidding is *not* required for repair work performed by school employees or for projects costing less than the State bid threshold, which is $31,321 for the 2025–26 fiscal year. Schools cannot, divide or disaggregate work simply to sneak under the bidding threshold.

Bid Advertisements, Submission, and Award

When bidding is required, the board must advertise for bids in a local newspaper at least once *and* post the advertisement on the State's SIGMA website for at least two weeks. The advertisement must:

- specify the date and time bids are due;
- state that late bids will not be considered or accepted;
- identify the time, date, and place of the public meeting at which bids will be opened and read aloud; and
- require a sworn and notarized statement disclosing whether any familial relationship exists between a bidder (or its employees) and a board member or the superintendent.

Each bidder must also submit:

- a bid security (e.g., bid bond, certified check) equal to 5% of the bid amount to guarantee the bidder honors its proposal. If the successful bidder fails to execute the contract, the school may retain the bid security; and
- a certification that the bidder is not an Iran-linked business.

Bids must be opened and read aloud at a public meeting, which need not be a board meeting, by the board or its designee (e.g., the superintendent). Bids must be awarded to the lowest responsible and responsive bidder – not simply the *lowest* bidder – and schools may require additional information to evaluate bidders, such as references or examples of past projects.

Prevailing Wage Requirements

Although RSC Section 1267 has not changed for decades, many schools may be less familiar with prevailing wage requirements related to bidding, given their reinstatement in February 2024.

Prevailing wage requirements apply to certain school construction projects that qualify as "state projects". For most schools, this means a project that is competitively bid, involves work performed by a "construction mechanic" (e.g., skilled and unskilled laborers, workers, apprentices), and is funded in whole or in part with state dollars, including bonds qualified through the Michigan School Bond Qualification and Loan Program or state aid. In addition, certain public school energy facility projects, such as qualifying solar, wind, or energy storage projects, are subject to prevailing wage requirements regardless of funding source.

A project funded solely with local dollars, such as a sinking fund project, is generally not subject to prevailing wage unless it qualifies as an energy facility project. Some contracts are also exempt if they are already governed by federal prevailing wage laws or contain wage schedules established through local collective bargaining agreements. Finally, under Section 9 of the Prevailing Wage Act, a partial or full funding from a qualifying local millage may also exclude a contract from prevailing wage objections.

Compliance

When prevailing wage applies, compliance begins before the school begins soliciting bids. The school must request a determination of prevailing wage and fringe benefit rates from the Michigan Department of Labor and Economic Opportunity (LEO) for each classification of construction mechanic expected to work on the project.

Those rates must be included in the bid specifications and contract documents, along with required language stating that all contractors and subcontractors must pay wages and fringe benefits at or above the prevailing wage rates. If a contract is not awarded within 90 days of the rate determination, LEO must issue a redetermination before the contract is awarded.

Schools must also confirm that all contractors and subcontractors working on a state project are registered with LEO and that the required registrations are submitted with the bid. During construction, contractors are responsible for posting prevailing wage rates at the job site, submitting certified payroll records for each pay period, and maintaining payroll and related records for at least three years.

Failure to comply can be costly. Contractors and subcontractors that do not pay prevailing wages may be subject to contract termination, financial penalties, and liability for unpaid wages and fringe benefits. Further, schools that fail to include required prevailing wage language or rate schedules in their bid documents or contracts may themselves be liable for unpaid wages, interest, costs, and attorney fees.

As schools plan upcoming construction projects, understanding bidding and prevailing wage requirements at the outset is critical. Early planning can help ensure projects move forward efficiently and avoid compliance issues once work begins. Should you have questions, please contact your [Thrun transactional attorney].

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FOIA Timing Takes a Back Seat: Michigan Court of Appeals Emphasizes Accuracy Over Speed

The Michigan Court of Appeals recently held that the City of Grand Rapids did not violate FOIA by taking more than a full year before fulfilling a FOIA request submitted by the American Civil Liberties Union (ACLU). *ACLU v City of Grand Rapids*, COA Docket No. 373417 (December 11, 2025). The court considered whether FOIA's statements of public policy and its strict deadlines for certain responsive actions meant that FOIA requests must be fulfilled promptly, despite FOIA's lack of an express deadline for fulfillment.

In this case, the ACLU submitted a FOIA request to the City of Grand Rapids for public records related to the City's delays in fulfilling previously submitted FOIA requests. The City responded that it estimated the response to the ACLU's FOIA request would take 2 hours and 15 minutes to process but that it would take 8 to 10 months to physically produce the records. The City ultimately took 3 hours and 30 minutes to process the request and an additional 13 months to fulfill it.

The ACLU filed a FOIA complaint asserting that a delay of 8 to 10 months to produce records responsive to a FOIA request that only took 2 hours and 15 minutes to fulfill constructively denied its request.

The Court of Appeals disagreed with the ACLU. The court reasoned that FOIA contains deadlines for certain actions but does not establish a strict deadline for the fulfillment of FOIA requests. No binding authority addresses or quantifies the time within which a public body must fulfill a request for public records under FOIA. The court refused to read into the statute a requirement that requests must be fulfilled within a *reasonable* time or *promptly*.

The court observed that the only provision addressing a time frame for fulfillment of a FOIA request is for those that cost more than $50. When a public body's fulfillment of a record request is expected to exceed $50, FOIA authorizes the public body to provide a nonbinding, estimate of the time it will take the public body to provide public records to the requester.

The court also recognized that the public policy articulated in FOIA indicated that the Legislature's intent was to ensure transparency and that responses were "full and complete," even if they were delayed because of the request's complexity or the need to fulfill older requests first.

This decision, although unpublished and non-binding, offers favorable and meaningful insight into how Michigan courts may evaluate disputes over the time required to fulfill FOIA requests. By declining to read a "promptness" requirement into the statute, the Court of Appeals reaffirmed that FOIA's structure places greater emphasis on transparency and accuracy than on speed. Because FOIA contains no statutory deadline for producing records, courts are likely to defer to a public body's good-faith time estimates—even when the actual fulfillment period extends well beyond the initial projection.

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Sixth Circuit Supports Schools: Clarifies Standard for Student Search & Seizure

In an era where school safety decisions are scrutinized more than ever, the Sixth Circuit Court of Appeals recently provided clarity regarding student search and seizures. In *Halasz v Cass City Pub Schs*, No. 25-1492 (CA 6, 2025), the Sixth Circuit, whose decisions are binding in Michigan, reaffirmed the wide discretion afforded to school officials when responding to potential threats of violence.

The case arose in the aftermath of a Michigan school shooting, when an eighth-grade student in a different Michigan public school district was reported by several classmates for allegedly making comments about possessing a weapon. In response, school administrators and a Michigan State Police (MSP) officer questioned the student and conducted a search of his person, backpack, and locker. No weapon was found. MSP later concluded that the student had likely been misunderstood and did not pose an immediate threat, but MSP nonetheless advised school officials that they were uncomfortable with his return to school.

Relying on the student reports and the district's code of conduct, the school issued the student eight disciplinary points for gross misbehavior, which when combined with his prior record required referral to the board for an expulsion hearing. At the hearing, the board voted to expel him for 180 days.

The student's parents filed a federal civil rights lawsuit alleging unlawful search and seizure and due process violations, along with state law tort claims. The trial court dismissed the case, finding no unlawful search or seizure and holding that the school officials were immune from tort liability.

The Sixth Circuit Court affirmed that decision, holding that the search of the student (removing the student's shoes and sweatshirt, and lifting his shirt), and searches of his backpack and locker, were reasonable search efforts under the circumstances. The court highlighted that multiple students had reported gun-related comments, and the search was limited, non-intrusive, and directly tied to determining whether the student possessed a weapon. Given the heightened safety concerns following the Oxford tragedy, the court found the administrators' actions were well within constitutional bounds.

The court also adopted, for the first time in a published Sixth Circuit opinion, a specific standard for determining when a student has been "seized" under the Fourth Amendment. While a typical seizure occurs when a reasonable person would believe they are not free to leave, the Sixth Circuit recognized that public school students do not share the same level of autonomy as adults while under compulsory attendance.

Because restricting student movement is inherent in the effective delivery of curriculum, the court held that a seizure occurs in the school context only when officials significantly restrict a student's movement beyond the ordinary limitations of the school day. Here, the court concluded that, even if the student had been "seized," the seizure was not unreasonable given that the seizure was time limited and no longer than reasonably necessary to confirm whether the student possessed a weapon.

This case illustrates the broad discretion afforded to school officials when swiftly responding to potential threats, especially in the current climate of heightened school-safety concerns. By holding that a seizure occurs only when a student's movement is restricted beyond what is inherent in compulsory attendance, the court has recognized the practical realities and time-sensitive nature of public school safety.

For school leaders, the court's message is clear: safety comes first. When administrators act in good faith, follow established procedures, and document their decision-making, the law provides robust protection against personal and institutional liability.

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Schedule of Upcoming Speaking Engagements

Thrun Law Firm attorneys are scheduled to speak on the legal topics listed below.
For additional information, please contact the sponsoring organization.
www.thrunlaw.com/calendar/list

Date	Organization	Attorney(s)	Topic
February 3, 2026	MASSP AP & Dean Summit	Cristina T. Patzelt	Hot Issues in 2026
February 3, 2026	MASSP AP & Dean Summit	Daniel R. Martin	Without a Paddle: Dealing with Student Discipline Woes
February 4, 2026	Thrun Law Firm, P.C.	Thrun Attorneys	Family Educational Rights and Privacy Act (FERPA) Webinar
February 5, 2026	MNA Labor Relations Academy	Raymond M. Davis	Interface between CBAs and the Law
February 11, 2026	Thrun Law Firm, P.C.	Thrun Attorneys	2020 Title IX Regulations Comprehensive Training Webinar
February 25, 2026	Thrun Law Firm, P.C.	Thrun Attorneys	Thrun Labor Webinar Series – Employee Discipline & Nonrenewal
February 27, 2026	MASB Labor Relations Conference	Raymond M. Davis	Time Tested Bargaining Strategies
March 5 & 6, 2026	Thrun Law Firm, P.C.	Thrun Attorneys	Policy Implementation Webinars
March 11, 2026	Thrun Law Firm, P.C.	Thrun Attorneys	2020 Title IX Regulations Comprehensive Training Webinar
March 12, 2026	MNA Spring Conference	Raymond M. Davis	Unprohibiteds and Third Party Contracting and Language Strategies on Insurance
April 21, 2026	MSBO	Christopher J. Iamarino	Bonding, Borrowing and Investing
April 22, 2026	Thrun Law Firm, P.C.	Thrun Attorneys	2020 Title IX Regulations Comprehensive Training Webinar
May 6, 2026	Thrun Law Firm, P.C.	Thrun Attorneys	Thrun Labor Webinar Series – Employee Disability & Religious Accommodations
June 11 & 12, 2026	Thrun Law Firm, P.C.	Thrun Attorneys	Policy Implementation Webinars
August 19, 2026	Thrun Law Firm, P.C.	Thrun Attorneys	Thrun Labor Webinar Series – Employee Speech
September 10 & 11, 2026	Thrun Law Firm, P.C.	Thrun Attorneys	Policy Implementation Webinars

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Date	Organization	Attorney(s)	Topic
September 16, 2026	Thrun Law Firm, P.C.	Thrun Attorneys	Thrun Labor Webinar Series – Employee Absenteeism & Evaluations
November 18, 2026	Thrun Law Firm, P.C.	Thrun Attorneys	Thrun Labor Webinar Series – CBA Summary: Grievances & Collective Bargaining
December 10 & 11, 2026	Thrun Law Firm, P.C.	Thrun Attorneys	Policy Implementation Webinars