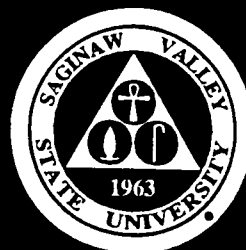


**SVSU.**

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**BOARD OF CONTROL  
MINUTES**

**MARCH 4, 1996**



SAGINAW VALLEY STATE UNIVERSITY  
BOARD OF CONTROL  
MARCH 4, 1996

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MINUTES  
BOARD OF CONTROL  
Regular Meeting  
1:30 p.m.  
Board of Control Room - Wickes Hall

Present: Braun  
Escobedo  
Gilbertson  
Law  
Roberts  
Rush  
Vitito  
Walpole

Absent: Kelly

Others

Present:	L. Bernard	J. Woodcock
	D. Becker	M. Zivich
	S. Clark	Press (2)
	J. Dean	
	J. Dwyer	
	M. Frahm	
	G. Hamilton	
	M. Harmon	
	H. Kellholm	
	J. Kerman	
	C. Lange	
	J. Malewitz	
	S. Malewitz	
	R. Maurovich	
	B. Miller	
	J. Muladore	
	M. Panhorst	
	R. Payne	
	P. Saft	
	D. Schneider	
	S. Sahajdack	
	M. Skrocki	
	J. Stanley	
	S. Straebel	
	G. Thompson	
	R. Thompson	
	W. Vasher	

I. CALL TO ORDER

Chairperson Braun called the meeting to order at 1:30 p.m.

II. PROCEDURAL ITEMS

A. **Approval of Agenda and Additions and Deletions to Agenda**

President Gilbertson asked that the Report on English Curriculum Revision be moved up to Item E under Procedural Items, and that the Resolution to Approve the SVSU Student Charter be moved up to Action Item #1.

The Agenda was APPROVED as revised.

B. **Approval of Minutes of December 15, 1995 Regular Meeting**

**It was moved and supported that the minutes of the December 15, 1995 meeting be approved.**

The minutes were APPROVED as distributed.

C. **Recognition of the Official Representative of the Faculty Association**

Dr. David Schneider, President of the Faculty Association, read the attached statement. (See Appendix One: Schneider)

D. **Communications and Requests to Appear before the Board**

There were no communications or requests to appear before the Board.

E. **Report on English Curriculum Revision**

Dr. Gary L. Thompson, Professor of English, reported on the history of the revision of the English Curriculum. Dr. Mary Harmon, Assistant Professor of English, reviewed the requirements of the English major and minor at Saginaw Valley State University. (See Appendix Two: Curriculum)

III. ACTION ITEMS

- 1) Resolution to Approve SVSU Student Association Charter

RES-1183 **It was moved and supported that the following resolution be adopted:**

**WHEREAS, Over the past year, Student Government Executive Officers and Senators have been studying the structure of their organization in order to better represent students; and**

**WHEREAS, The Student Government presented a Charter to the SVSU student body for ratification on February 20 and 21, 1996; and**

**WHEREAS, Said Charter, with an effective date of May 1, 1996, was ratified by majority of those voting from the SVSU student body;**

**NOW, THEREFORE, BE IT RESOLVED, That said Student Association Charter is hereby approved by the SVSU Board of Control as the official Charter of the Student Association of Saginaw Valley State University. (See Appendix Three: Charter)**

President Gilbertson reminded the Board they had challenged Student Government to rethink what they do and how they do it. Doug Becker, President of Student Government, and his colleagues worked very hard to accomplish this task. The proposed Student Association Charter represents part of their process of revitalizing their organization.

Mr. Becker stated that Student Government had revitalized its internal operations and initiated new guidelines for its budget as well as drafting a new Student Association Charter. Goal #3, Objective #6 of the Board-approved institutional goals (adopted May 5, 1995) is to "Plan for and implement the reorganization and revitalization of Student Government." A committee was set up this summer to evaluate Student Government procedures and to draft a proposal, which was brought to President Gilbertson in November. After being revised slightly, it was brought to President Gilbertson again in January of 1996. The resulting document was reviewed by legal counsel and approved by the Student Senate. It was then presented to the student body for ratification, and was supported by the majority of the students who voted.

Chairperson Braun noted that a great deal of work had gone into the document and thanked Mr. Becker and the committee.

The motion was APPROVED unanimously.

2) Resolution to Approve Faculty Tenure, July 1, 1996

RES-1184 It was moved and supported that the following resolution be adopted:

**WHEREAS, Faculty tenure provides continuous employment of a faculty member for at least a basic two-semester appointment during each fiscal year, and**

**WHEREAS, Tenure status is achieved when a faculty member is recommended by the Professional Practices Committee and by the Administration for continuous appointment henceforth,**

**NOW, THEREFORE, BE IT RESOLVED, That the following faculty members be granted tenure, as provided by the terms of the SVSU-Faculty Association agreement, effective July 1, 1996.**

<b>Dr. Marianne Barnett</b>	<b>English</b>
<b>Ms. Jeanne Bender</b>	<b>Nursing</b>
<b>Dr. Sally Cannon</b>	<b>English</b>
<b>Dr. Eric DeVos</b>	<b>Psychology</b>
<b>Dr. Steven Erickson</b>	<b>Communication/Theatre</b>
<b>Dr. Mary Harmon</b>	<b>English</b>
<b>Dr. Robert Lane</b>	<b>Political Science</b>
<b>Dr. Janice Wolff</b>	<b>English</b>
<b>Mr. Stephen Yanca</b>	<b>Social Work</b>

President Gilbertson told the Board these faculty members had been recommended for tenure by the Professional Practices Committee and Dr. Robert S.P. Yien, Vice President for Academic Affairs. He added that he was proud to also recommend them for tenure.

The motion was APPROVED unanimously.

3) Resolution to Confirm Agreement to Repair Ryder Center Arena Ceiling

RES-1185 It was moved and supported that the following resolution be adopted:

**WHEREAS, A problem involving the flaking and peeling of the Ryder Center arena**



**ceiling developed subsequent to construction; and**

**WHEREAS, An agreement has been entered into to compensate SVSU for the cost to correct that situation; and**

**WHEREAS, That agreement calls for the general contractor of that construction project, Spence Brothers, to make those repairs;**

**NOW, THEREFORE, BE IT RESOLVED, That the Board of Control confirms the contract with Spence Brothers in the amount of \$156,522.80 to make repairs to the Ryder Center arena ceiling.**

President Gilbertson told the Board there was a defect in the construction of the Ryder Center ceiling -- paint was flaking and peeling. The problem has been resolved amicably between all parties. Resolution 1185 would approve the agreement which will cause the repairs to be done.

Trustee Law asked whether the cost would be reimbursed under the agreement.

President Gilbertson replied that it would.

The motion was APPROVED unanimously.

4) Resolution to Acquire Computing Equipment and Expand the Campus Computing Network

**RES-1186 It was moved and supported that the following resolution be adopted:**

**WHEREAS, Computing equipment in many of the microcomputer labs must be replaced/upgraded in order to continue to provide quality instruction; and**

**WHEREAS, It is important to expand and provide additional access to the campus computing network for students, faculty and staff;**

**NOW, THEREFORE, BE IT RESOLVED, That the President and the Vice President for Administration & Business Affairs be authorized to acquire computing equipment and expand the campus network in an amount not to exceed \$400,000.**

President Gilbertson told the Board Saginaw Valley State University had been notified that \$505,000 in one-time lapsed funds would be available to the University as of April of this year. After a great deal of thought it was decided these funds should be used to finance a major overhaul of the student computing labs on campus, many of which are seven or eight years old. The lapsed

funds, together with some internal funding, would permit an extensive upgrading of all the academic computing labs and the expansion of access to the Internet through these labs. It is expected that the cost of the project will be approximately \$350,000. Resolution 1186 would authorize the administration to spend up to \$400,000 -- making it unnecessary for the administration to come back to the Board if the estimate is slightly low.

President Gilbertson expressed appreciation to the Governor and the members of the Senate Higher Education Appropriations Committee who made this project possible.

Chairperson Braun asked for questions or discussion. Hearing none, she called for the vote.

The motion was APPROVED unanimously.

President Gilbertson noted: "One of our goals for the next couple of years will be to build a base budget for academic technology which will hopefully keep us upgrading on a continual basis, so we will not have to rely on luck and occasional windfalls to upgrade sporadically and periodically."

5) Resolution to Modify General Fund Operating Budget for FY95-96

RES-1187 **It was moved and supported that the following resolution be adopted:**

**WHEREAS, The Board of Control modified on December 15, 1995, the General Fund Operating Budget for fiscal year 1995-96, and**

**WHEREAS, Subsequent to that date the University has revised its revenue and expenditure estimates to reflect changes to various revenue categories and expenditure allocations required for compensation, services, supplies, and equipment;**

**NOW, THEREFORE, BE IT RESOLVED, That the attached schedule indicating a recommended revised base budget be adopted for fiscal year 1995-96. (See Appendix Four: Budget)**

President Gilbertson reminded the Board this is its third and next to last pass at the current year's budget, which was adopted in May. There was a modification in the fall semester, once that

semester's enrollments were known. Resolution 1187 is based upon winter semester enrollments. The budget will come to the Board for the last time after the end of the fiscal year, sometime after July 1st.

The modifications reflected in the attached document capture the levels of enrollment for the winter semester that were above those budgeted and anticipated, and additional earnings on investments above what was anticipated in the earlier budget modification. The overall revenue change is approximately .6%.

The motion was APPROVED unanimously.

6) Resolution to Authorize Purchase of New Management Information System Platform

**RES-1188 It was moved and supported that the following resolution be adopted:**

**WHEREAS, It is necessary to upgrade and replace the Prime computer which supports the University's management information system; and,**

**WHEREAS, SVSU has been working with Delta College on a joint request for proposal in order that Delta and SVSU would be back-up sites in case of a problem on one of the campuses;**

**NOW, THEREFORE, BE IT RESOLVED, That the President and the Vice President for Administration & Business Affairs be authorized to enter into contracts to purchase a computer platform to support the University's management information system in an amount not to exceed \$400,000.**

Jerry Woodcock, Vice President for Administration & Business Services, told the Board that SVSU's management information system was on the Prime computer. Prime has ceased doing business, and our software vendor is not supporting updates to that platform. Delta College and SVSU have gone together on a joint request for a proposal to three different vendors, and we would like to place an order within the next few weeks. This resolution would authorize the President and the Vice President for Administration & Business Services to do so.

President Gilbertson noted that because SVSU and Delta are cooperating in this matter, not only will each have its own stand-alone capabilities, but each will also have a back-up site in case of a problem on either campus.

Trustee Walpole asked whether Delta had also been on Prime.

Mr. Woodcock replied that they had.

The motion was APPROVED unanimously.

7) Resolution to Approve Room and Board Rates, Pine Grove Apartment Rates, and Miscellaneous Room and Board Rates for Academic Year 96-97

**RES-1189 It was moved and supported that the following resolution be adopted:**

**WHEREAS, Occupancy levels, miscellaneous revenues, and operating expenses have been projected for the Auxiliary Services-bonded facilities system;**

**NOW, THEREFORE, BE IT RESOLVED, That effective for the 1996-97 fall semester, the academic year apartment rate inclusive of all utilities and room and board and various auxiliary miscellaneous rates per the attached schedules be approved effective August 19, 1996. (See Appendix Five: Rates)**

President Gilbertson told the Board Resolution 1189 was part of its annual exercise of preparing for next year's budget. This is done early so the rates can be built into next year's budget for the operation of the auxiliaries, and to give the students notice of what they will be charged to reside in campus housing and eat on the campus meal plan for the coming year. The increases are modest and roughly reflect the rate of inflation.

The motion was APPROVED unanimously.

8) Resolution of the Board of Control of Saginaw Valley State University Authorizing the Issuance and Delivery of General Revenue Bonds, Series 1996 and Providing for Other Matters Relating Thereto

**RES-1190 It was moved and supported that the attached resolution be adopted: (See Appendix Six: Bonds)**

President Gilbertson told the Board this is a companion resolution with Resolution 1191.

It would authorize the issuance, execution and delivery of general revenue bonds to finance the construction of new apartment units near the Pine Grove Complex. These units will house approximately 48 additional residents. The incremental expansion of campus housing is consistent with other institutional goals of a greater number of students living on and participating in the life of the campus. It is also expected that this will help in the continued recruitment of international students, who particularly need housing. It is expected that these units will be ready for occupancy at the start of the fall semester this year. Resolution 1190 was prepared in consultation with bonding counsel.

Trustee Rush asked whether the rental rates on the new apartments had been determined.

Mr. Woodcock replied they had not.

The motion was APPROVED unanimously.

9) Resolution to Authorize Signing of Contracts for Construction of Apartment Units

RES-1191     **It was moved and supported that the following resolution be adopted:**

**WHEREAS, Board of Control Resolution #1179 of December 15, 1995, authorized the University administration to design and develop cost estimates for additional apartment units which would house approximately 50 students; and,**

**WHEREAS, The design developed is for the construction of three apartment units consisting of four apartments per unit with four bedrooms per apartment;**

**NOW, THEREFORE, BE IT RESOLVED, That the President and/or the Vice President for Administration and Business Affairs are authorized to sign contracts for the construction and equipping of three apartment units designed to house 48 individuals at a total cost, including architectural fees and furnishings, not to exceed \$1.6 million, excluding capitalized interest and bond issuance costs.**

**BE IT FURTHER RESOLVED, That, if determined feasible, up to \$250,000 of auxiliary reserves be utilized for this project.**

President Gilbertson stated: "We have a ceiling limit of \$1.6 million. We certainly hope that

the project comes in less than that. If it comes in any more than that, we would be reluctant to proceed -- certainly without further examination and further discussion with you. We think this is the level at which we could comfortably be financed.”

Chairperson Braun asked for questions or discussion. Hearing none, she called for the vote.

The motion was APPROVED unanimously.

10) Resolution to Adopt Revisions to the Policy Statement on Public School Academies

RES-1192     **It was moved and supported that the following resolution be adopted:**

**WHEREAS, Under the provisions of Act 362 of Public Acts of 1993 (the “Act”), the Board of Control of Saginaw Valley State University is authorized to consider applications for and to enter into contracts for the creation and operation of public school academies; and**

**WHEREAS, The Board of Control previously adopted a Policy Statement on Public School Academies (the “Policy Statement”) to outline the application criteria and procedures for the administration of its responsibilities under the Act; and**

**WHEREAS, The legislature has amended the provisions of Act 362; and**

**WHEREAS, The Board of Control desires to amend the Policy Statement to ensure conformity with the amended act;**

**NOW, THEREFORE, BE IT RESOLVED, That the Board of Control of Saginaw Valley State University adopts the proposed revisions to the Policy Statement on Public School Academies. (See Appendix Seven: Policy)**

President Gilbertson stated that a special subcommittee of the Board had spent a great deal of time working on a policy for the implementation and exercise of the Board of Control’s authority under the Charter School Legislation which granted boards of public universities and community colleges the authority to issue charters to public school academies and become a chartering or sponsoring agency for that purpose. The Board adopted a policy that set forth certain criteria and a process for evaluation of the applicants for charter school status. Subsequent to that, the entire school code was revised and additional statutory requirements and explanations of the Board’s actual authority and responsibility were added. This resolution proposes an amendment to the policy

the Board adopted earlier that would make its policies consistent with state law.

Chairperson Braun reiterated: "This is just to make our policies conform to state law."

Trustee Rush added: "It actually strengthens our policy, giving us more authority."

President Gilbertson added that the resolution clarifies the matter of fees for evaluation,

which are not set by statute.

The motion was APPROVED unanimously.

#### 10) Resolutions to Approve Public School Academies

President Gilbertson stated: "It might be a good idea to move out of our normal procedure since there are a whole series of issues that will come before you. Perhaps it would be useful to have some opening comments about this matter in general and then the presentation of the applicants one at a time."

President Gilbertson reminded the Board that the University had hired external consultant/evaluators to visit each of the schools and to examine their documents. The evaluators' reports are included with the materials attached to each school's resolution. Basically what the Board is being asked to approve today is an authorization for the Board Chair to enter into the contract executed with each school. Certain conditions are spelled out in the resolutions because in many instances there are conditions yet to be met and determinations yet to be made. These resolutions would authorize the Chair to execute the contracts, assuming the conditions are met in the opinion of both counsel and professional staff.

Chairperson Braun stated that she was impressed with the reviewers' thoroughness in the interviews with the prospective Board members and community people, and that she was pleased

the reviewers had such good credentials.

RES-1193     **It was moved and supported that the attached resolution be adopted:**  
(See Appendix Eight: Lake Bluff)

Dr. Vasher told the Board that Lake Bluff Academy, which is located in Manistee, will stress parental involvement, activity centered learning, and small classes in a school committed to continuous development in the basics as well as music, the arts, and foreign language.

Trustee Rush asked what assistance Dr. Vasher would have in analyzing the financial, personnel and facilities aspects of the charter schools. He noted this would be an enormous and significant burden and wondered if Dr. Vasher would have access to all the resources of the University.

Trustee Vitito stated that he was concerned with the whole ongoing operations of the charter schools and with the monitoring of the performance of their teaching..

Chairperson Braun noted that the schools would be evaluated on an ongoing basis.

Dr. Vasher added: "I think the schools are going to need some help getting started, and I plan to get an attorney and a financial expert together to offer them a full-day seminar. Some need a lot of help in managing cash flow. Others need help in understanding purchasing policies....others need help in their investment programs....I plan to make myself very available to them, and I will not recommend more schools for charter approval than I can handle at this point. Evaluation is an ongoing process, but I'll make sure they're designed in an appropriate manner so the results can be understood."

Chairperson Braun asked whether the Michigan Partnership would be available to assist with financial and other matters.



Dr. Vasher replied: "They have been very helpful, and I think they will continue to be helpful."

Chairperson Braun noted that the Michigan Partnership did not charge SVSU for its assistance.

President Gilbertson stated: "The issuance of public school charters is somewhat of a departure from the University's normal business, and for that reason we have proceeded much more slowly than some of our sister institutions. We began first with the policy, and now we will proceed slowly with a relatively small number of relatively small schools. Fortunately, we were able to employ Dr. Vasher, who has experience in all aspects of operating K-12 schools -- so he is the person to whom we look. Wayne has at his disposal other assets and resources within the University. We are also in a position to require that the schools themselves seek out other assets or resources to satisfy Wayne as our chief professional staff person to ensure that in fact they are capable of doing what they propose to do."

Trustee Vitito noted it was important to plan how SVSU would be interacting with the charter schools on an ongoing basis so that the University's name would not be associated with an outcome it had not anticipated. He also wondered how many charter schools the University could effectively oversee.

President Gilbertson replied that the process of authorizing charter schools would be annualized, and that it was unlikely others would be added until next year, by which time the University would have had the experience of working with those authorized at this meeting.

Trustee Rush added: "We're putting our confidence in Dr. Vasher, because he was a party

to the evolution and development of our policy....he is very important to this project....he has a lot of responsibility in monitoring the schools and auditing the academic and financial aspects. We're counting on his experience as a superintendent of many years. If we didn't have a person like him....I don't think we'd be able to do this."

Trustee Vitito stated: "I see mission statements and vision statements with several different styles coming into play in these schools, and I think....we need to understand how that translates into the education of a student. I think we need to spend some time on that. We're used to the paradigms of K-12....and this will be somewhat different....I just want us to be very broad minded and open minded about all the things that can and might happen if we're not interacting properly, frequently and assertively on how these new schools are managed and monitored. This is a great opportunity, and I'm certainly not suggesting that I'm negative about this -- because I'm not -- it's a great opportunity to change and impact education positively. But when you have change of such substance....you also have the opportunity to make some pretty big mistakes. We need to be very wary about that, and do the best we can in bringing the charter schools we have chosen to life."

President Gilbertson replied: "That's a good and sobering caution. Thank you."

Trustee Rush added: "You just summarized several months of anguish."

Trustee Braun noted: "These schools are going to be taking different approaches to teaching and learning, but that's the whole objective of charter schools....and I don't think we should be afraid. There are going to be dozens of schools....and we should probably expect (and I hope it won't happen at SVSU) there are going to be some failures -- but there are failures in the public school system. We're trying to find different ways to approach teaching and learning, so I think we

need to have an open mind, and keep a handle on it -- and Dr. Vasher will be doing that right along."

Trustee Vitito noted: "It's the handle I'm addressing. I have no problem with anything else."

Mr. Becker asked whether all of the applicants before the Board had a physical plant already.

Dr. Vasher replied that not all of them did, and that their contracts wouldn't be finalized until they have a state-approved physical plant -- this is one of the conditions built into the resolutions.

Chairperson Braun asked for further discussion regarding Lake Bluff Academy. Hearing none, she called for the vote.

The motion was APPROVED unanimously.

13) Resolution to Authorize the Establishment of Northwest Academy

**RES-1194 It was moved and supported that the attached resolution be adopted:**  
(See Appendix Nine: Northwest Academy)

Dr. Vasher introduced Jim Malewitz (co-founder of the Academy) and his wife, Sandy. Mr. Malewitz told the Board that his school would be utilizing computers much more than most other schools. Their initial goal is to have one computer for each two students.

Dr. Vasher told the Board that Northwest Academy, which is located in Charlevoix, is designed for grades 6-12 for students at either end of the spectrum -- for gifted children and at risk students. Particular emphasis will be placed on achievement in the fields of mathematics, science and technology. Original enrollment will be approximately 50 students.

The motion was APPROVED unanimously.

14) Resolution to Authorize the Establishment of Sobriety High

**RES-1195 It was moved and supported that the attached resolution be adopted.**  
(See Appendix Ten: Sobriety High)

Dr. Vasher introduced James Dean, the founder of Sobriety High. Mr. Dean told the Board the name of the school would probably be changed. He stated that the smaller class sizes and intimate community of his school would help keep these students from dropping out or failing and give them a chance to earn a high school diploma.

Sobriety High is housed in Grand Haven and will serve youngsters who have completed psychiatric treatment in either drug or alcohol use. These students are ready to go back into the mainstream but don't want to return to their old high school with their old friends and their old environment. This would be a year around school -- there will not be any vacations longer than three weeks. All of the teachers will be working over 220 days. The school will house 50 students to begin with, with a maximum enrollment of 75.

The motion was APPROVED unanimously.

15) Resolution to Authorize the Establishment of Michigan Health Academy

RES-1196 **It was moved and supported that the attached resolution be adopted:** (See Appendix Eleven: Michigan Health Academy)

The Michigan Health Academy will provide school-to-work opportunities for approximately 200 students in the second year of operation. One hundred high school juniors will attend this fall, and additional juniors will attend next year. Students will have repeated clinical experiences and be able to prepare themselves for the world of work or for a junior college or university health related career upon graduation. Students of this school, which is located in Southgate, will be recruited from the Detroit area. This school is a cooperative partnership with the Henry Ford Hospital Association and the Oakwood Hospital Association, the two largest in that area of Detroit.

Dr. Vasher introduced Heather Kellholm and Mary Skrocki, representatives of the school.

They told the Board they were excited about training students for the rapidly changing world of health care delivery. They anticipate a fantastic enrollment and an excellent outcome for their graduates -- not only entry level jobs, but the potential of attending community colleges and preparing in four-year institutions for health care careers. There is a tremendous need for courses which have been developed and customized to fit the changing patient care delivery system. Support for the program has been very strong.

The motion was APPROVED unanimously.

16) Resolution to Authorize the Establishment of Sunrise Educational Center

RES-1197 **It was moved and supported that the attached resolution be adopted:** (See Appendix Twelve: Sunrise Center)

Dr. Vasher stated that he had worked closely with the people from this school for several months. The Sunrise Educational Center is located in Tawas City and will provide kindergarten through 6th grade experience in a small setting with a very low class size. The program will emphasize the Michigan core curriculum and strong parental involvement. All classes will have fewer than 20 students. Thematic learning will be stressed in both social studies and science.

The motion was APPROVED unanimously.

17) Resolution to Authorize Establishment of the Creative Learning Academy of Science, Mathematics and Humanities

RES-1197 **It was moved and supported that the attached resolution be adopted:** (See Appendix Thirteen: Creative Learning)

The Creative Learning Academy of Science, Mathematics and Humanities, located in Beaverton, will prepare kindergarten through 6th grade students for lifelong learning through a program rich in traditional core subjects with heavy emphasis on language arts.

Dr. Vasher noted that several of the charter school applicants had fewer than seven Board members. SVSU's policy requires seven, but several schools would like to reserve a couple of seats for parents, once they have taken registration.

Trustee Rush stated: "There shouldn't be a problem, since our policies are strictly guidelines."

Chairperson Braun asked for further discussion. Hearing none, she called for the vote.

The motion was APPROVED unanimously.

18) Resolution in Appreciation of Herbert H. Dow, II

RES-1199 It was moved and supported that the following resolution be adopted:

**WHEREAS, Herbert H. Dow, II was one of the original incorporators in the establishment of Saginaw Valley State University as an institution for higher learning for residents of the East Central region of Michigan; and**

**WHEREAS, Mr. Dow was selected to serve on the original private college Board of Saginaw Valley College in 1963 and served with distinction and dedication until 1965; and**

**WHEREAS, Mr. Dow participated in the original \$4 million capital fund raising campaign to purchase land on which the University is constructed; and**

**WHEREAS, Mr. Dow's support of Saginaw Valley State University as a Director and President of the Dow Foundation were indicative of how much he valued the ideals and importance of higher education within the region, state and society; and**

**WHEREAS, Through his lasting legacy as a community philanthropist, Saginaw Valley State University has developed into a mature institution that is an integral part of the business, social and cultural life of the region;**

**NOW, THEREFORE, BE IT RESOLVED That the Saginaw Valley State University Board of Control wishes to convey to family and friends of Herbert H. Dow, II its gratitude and admiration for his exceptional leadership and service to the University.**

President Gilbertson stated: "Mr. Dow was one of the original incorporators of Saginaw Valley College and kept a keen interest in the University throughout its development. In his position with the Dow Family Foundation he was very helpful, very supportive and very generous to this University. The Arbury Fine Arts Center was a major beneficiary of the Foundation's generosity.

This resolution is a small, informal way of expressing our appreciation.”

Trustee Roberts noted that Mr. Dow was well known for his philanthropy, not just to Saginaw Valley State University, but to education in general and to many other causes.

The motion was APPROVED unanimously.

19) Resolution in Appreciation of Richard H. Gilmore

RES-1200 **It was moved and supported that the following resolution be adopted:**

**WHEREAS, Dr. Richard H. Gilmore served with distinction and dedication as a member of the Saginaw Valley State University Board of Control from 1971 through 1988, and was elected Vice Chairman and Chairman in 1985 and 1986, respectively; and**

**WHEREAS, Dr. Gilmore’s dedicated and faithful service to the University also included membership on the SVSU Board of Fellows and the Foundation Board; and**

**WHEREAS, Dr. Gilmore participated in fund raising activities during the formative period of SVSU’s development and took particular pride in the success of the Annual Fund; and**

**WHEREAS, Dr. Gilmore assisted in the successful fund raising campaign to raise private gifts for the Arbury Fine Arts Center and donated a bronze sculpture, “Persephone,” for the Marshall M. Fredericks Sculpture Gallery and Garden; and**

**WHEREAS, Dr. Gilmore believed deeply in the work of the University and gave generously of his resources; and**

**WHEREAS, Dr. Gilmore’s exemplary service and dedication to the University culminated in his receiving an Honorary Doctor of Laws Degree, the Distinguished Service Medallion and the Honorary Alumni Award;**

**NOW, THEREFORE, BE IT RESOLVED, That the Saginaw Valley State University Board of Control wishes to convey to family and friends of Richard H. Gilmore its gratitude and admiration for his exceptional leadership and service to the University.**

President Gilbertson stated that Dr. Gilmore had loved Saginaw Valley State University and had always sought to nurture it. He is sadly missed by the University community.

Chairperson Braun noted that even when he wasn’t feeling well Dr. Gilmore continued to attend meetings and social functions on campus.

The motion was APPROVED unanimously.

20) Resolution to Appoint Nominating Committee for May Board Elections

RES-1201 **It was moved and supported that the following resolution be adopted:**

**WHEREAS, Saginaw Valley State University Board of Control bylaws stipulate that a nominating committee shall be appointed by the Board to recommend candidates for each office;**

**NOW, THEREFORE, BE IT RESOLVED, That Tom Rush (Chair), Burnett Kelly and Robert Vitito be appointed to serve as the Saginaw Valley State University Board of Control nominating committee.**

Chairperson Braun asked for questions or comments. Hearing none, she called for the vote.

The motion was APPROVED unanimously.

#### IV. INFORMATION AND DISCUSSION ITEMS

##### 21) **Personnel Report**

President Gilbertson reviewed the Personnel Report. (See Appendix Fourteen: Personnel)

He introduced Dr. Robert Maurovich, who had recently been hired as Vice President for Student Services/Enrollment Management.

##### 22) **Staff Members of the Month**

Sara Clark, Staff Member of the Month for January; Michael Panhorst, Staff Member of the Month for February; and Suzanne Straebel, Staff Member of the Month for March, were presented to the Board. (See Appendix Fifteen: Clark, Appendix Sixteen: Panhorst, and Appendix Seventeen: Straebel)

#### V. REMARKS BY THE PRESIDENT

President Gilbertson updated the Board on the basketball season, the Valley Festival of the Arts, summer registration and the Senate Higher Education Appropriations Subcommittee Hearing.

#### VI. OTHER ITEMS FOR CONSIDERATION OR ACTION



- 23) Motion to Move to Executive Session to Discuss Collective Bargaining Negotiations

BM-874      **It was moved and supported that the Board move to Executive Session to discuss collective bargaining negotiations.**

Braun	yes
Escobedo	yes
Law	yes
Roberts	yes
Rush	yes
Vitito	yes
Walpole	yes

The motion was APPROVED unanimously.

The Board moved to Executive Session at 2:52 p.m. and reconvened in Public Session at 4:00 p.m.

VII. ADJOURNMENT

- 24) Motion to adjourn

BM-875      **It was moved and supported that the meeting be adjourned.**

The motion was APPROVED unanimously.

The meeting was adjourned at 4:01 p.m.

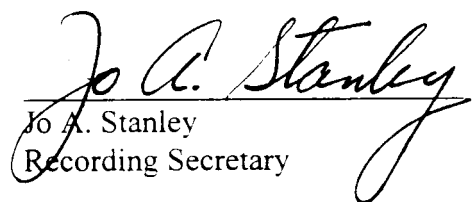
Respectfully submitted:

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Ruth A. Braun  
Chairperson

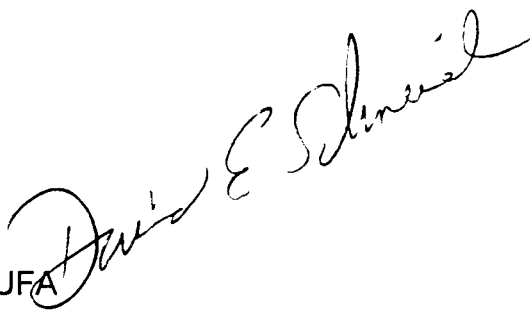
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Donna J. Roberts  
Secretary



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Jo A. Stanley  
Recording Secretary



To: SVSU Board of Control

From: David E. Schneider, President SVSUFA

Date: March 4, 1996

Re: Faculty Representative Comments

Around here, we are so optimistic about spring's arrival that we took last week off and called it spring break! Actually, faculty and students are returning to classes today. For students, this means 8 more weeks of tests, papers, projects and exciting classroom instruction. For professors, this means 8 more weeks of grading, teaching and exciting student interactions. This morning, all of us are coming to grips with the reality that spring break came, went and we are still here with a million things to do in 8 weeks or less. March will be a busy month at SVSU. Two basketball teams brought the season to a close. Baseball and softball teams are just beginning. Valleyfest is three weeks away and so is the sixth annual public speaking contest. Today, I would like to offer a faculty view on three topics: tenure, charter schools and contract negotiations.

As you are about to grant tenure to worthy professorate candidates today, I would like to spend a moment defining what tenure means to faculty in higher education. I have experienced a few anxious phone calls from candidates over the past few weeks. You see, many of our candidates were expecting this resolution at the last board meeting in December and then again at the meeting that was canceled at the beginning of last month. Anxiousness is well understood here, since this has been a five year journey for most of the candidates coming before you today. To the best of my knowledge, no other employee role in the university experiences "job insecurity" the way that faculty do. You see, failure to achieve tenure status within 6 six years at SVSU results in employment termination. Furthermore failure to achieve tenure at an institution jeopardizes the marketability of your career.

Personally, I think that the general public fails to comprehend the meaning and responsibility associated with the concept of tenure in higher education. Tenure constitutes full citizenship in the university community for professors. Full citizenship equates to academic freedom and freedom of speech. These freedoms are germane to academic and institutional growth in higher education. These freedoms allow for the diversity of thought and the production of reliable knowledge. They function as a check and balance for a university. Professors in higher education are charged with

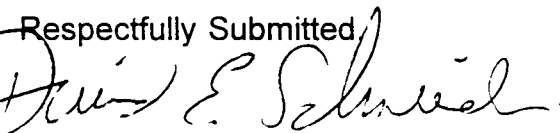
being at the cutting edge of knowledge in the world. When you are at the edge of knowledge generation, controversies are sure to ensue. Ask Sigmund Freud. Ask Herbert Dow. Ask Thomas Edison. I congratulate my colleagues on their achievement today and hope that I have shed some light on the importance that this decision has on their careers.

Charter schools are clearly the icon of today's board meeting agenda. I have reviewed the resolutions prepared for today's meeting. This is a bold step for our institution. I assure you that SVSU faculty stand willing to assist you with this charge. If one of the governor's charter school goals is to bring K-12 education closer together with higher education, then the need to involve faculty is self evident.

As the summer of 1996 approaches, I would like to note that the faculty contract expires on July 1, 1996. This morning, as President of the Faculty Association, I wrote a memo to Mr. Fitzpatrick and to Dr. Yien indicating our intent to negotiate a successor contract. The FA has a mature and productive relationship with the university. It is my hope that this year's negotiation is productive, efficient and solution oriented. Maintaining this kind of relationship with the university is central to the education of our students and to the mission of the institution as a whole.

In closing, I'll be glad to talk to my anxious colleagues after today's meeting. I am sure they will exercise their citizenship responsibly. I am interested in watching the development of SVSU school charters. And you can be sure that attention in upcoming months will be focused on contract negotiations. Now it's time for me to tell all of you to get on with today's agenda.

Respectfully Submitted,

A handwritten signature in cursive script, reading "David E. Schneider". The signature is written in dark ink and is positioned below the "Respectfully Submitted," text.

David E. Schneider  
SVSUFA President

## The MLA-FIPSE English Programs Review Project

In fall 1990, with the partial support of the Fund for the Improvement of Post-secondary Education, U. S. Department of Education (FIPSE), the Modern Language Association (MLA) invited college and university English departments across the United States to apply to take part in a project to review their instructional programs in a collaborative, cross-institutional context. Academic departments commonly do program reviews alone. By providing opportunities for faculty members from different departments to work together, the MLA-FIPSE Curriculum Review Project opened up new perspectives on discussions of curriculum going on in separate departments. Federal funds financed 37 % of the project's total cost; the MLA contributed 37 % and the participating departments' institutions 26 %.

Twenty-nine departments from twenty states became participants for the three year term of the project. Each department sent a team of from four to seven faculty members to one of two national meetings. Each department also received two visits from a scholar-consultant its faculty selected. In connection with the first of the campus visits, which occurred at an early stage in the project, consultants and departments prepared reports describing the departments' problems and exploring possible avenues for improvement.

At the conclusion of the project curriculum changes vary from department to department. At least one general shift in perspective did emerge: departments now see English literature as a worldwide phenomenon. In reforming their curricula, they explored some of the ways the English curriculum might encompass English literatures beyond those of the British Isles and the United States. At the same time the departments remain committed to teaching the literary past, and the changes they introduced in their curricula are on the whole modest.

The biggest problem these English departments face is how to stretch teaching staff to cover both introductory and advanced courses. In comparison with ten years ago many more students are English majors; and departments continue to staff general education courses in literature and writing. The twenty-nine departments put a premium on keeping classes small enough to allow for discussions of literature that include as many students as possible as well as for frequent writing that receives close personal attention. Many find compromises must be made, however, given the limited number of faculty members available and the number of writing and literature courses that the departments are counted on to offer. How and in which courses to make these necessary compromises occasioned some of the sharpest disagreements within the faculties participating in the project.

The conversations among the twenty-nine departments suggest some core intellectual values these faculties tend to hold in common.

1. For these faculties studying literature includes but goes beyond learning how to read literary works of many genres and historical eras with understanding and appreciation.

It means learning how to observe what readers do when they read and what writers do when they write.

2. These faculties want students to be able to see what readers and writers do in historical context. Introducing students to history and conveying a sense of the scope of the written record has high priority for them.

3. These faculties seek to cultivate students' capacity to enter into the experiences of perception, thought, and feeling that literary works uniquely make possible. Developing students' capacities for reflective participation in the aesthetic dimension of literature is seen as both important and difficult, both because many students have limited exposure to literature as a medium of thought and because reading to memorize information so often dominates their educational experience and expectations.

4. These faculties commit a large share of their resources to developing students' writing abilities. They want students to be able to handle the sophisticated ways language is used in the world at large as well as in the academy. They seek programs that will help students develop the writing skills they need to complete college and go on to succeed in a variety of work settings, whether legal, business, scientific, educational, or technical.

For many of the twenty-nine faculties, the project revived departmental conversation and renewed processes of collegial decision-making. Similarly, the project reconnected its participants to other departments and to the larger professional community. By bringing curriculum and teaching into view as communal responsibilities, the MLA project countered the surprising isolation many faculty members feel in their work. In the course of reexamining their programs faculty members established more productive working relations, both in departments and between departments and the field at large. Such consequences contribute to the ultimate goal of curriculum change—to provide a more dynamic and challenging education for students.

David Laurence

## **THE ENGLISH MAJOR AND MINOR AT SVSU**

English majors and minors should demonstrate the ability to write for a number of situations, purposes, and audiences; should be practiced interpreters of several genres of texts (both literary and extra-literary, historical and contemporary); and should have a solid awareness of the English language and of the ways language, literature, and rhetoric function in the culture generally.

To this end, the English department at SVSU provides courses which collectively and individually fulfill a number of curricular functions: improving the ability to understand and value texts drawn from British, US, and other literatures; extending comprehension of the English language; and developing the capacity to write for several purposes and in several genres. Courses are offered at all levels in the university, from introductory classes for entering first-year students, to courses offered for a non-specialist audience, to upper-division courses for majors choosing to concentrate in literature, language, creative writing, or composition. The department also offers classes specifically for those in elementary or secondary education, and contributes to many other programs in the university.

Beginning with the 1994-1996 catalog, all English majors and minors are required to complete a three-part core: Engl 201--Literary Interpretation; Engl 244--Introduction to Language Study; and Engl 301--Writing Interpretive Papers. The core ensures that all students have developed adequately the ability to read and write about literary and other texts, and have appropriate background knowledge about the English language.

After completing the core, students pursuing an English major may concentrate in literature, language, or creative or expository writing. Areas of concentration allow the English major to be configured for several purposes, including secondary school teaching, preparation for graduate school in English or other fields, or a profession requiring proficiency in writing.

Revisions in the language offerings were made in 1994. Revisions in the literature and writing offerings of the English curriculum ~~are still under way~~. Please check the most recent catalog and consult with your advisor to stay up to date on these.

*was completed in fall 1995.*

*Jan 96*

~~PROPOSED~~ CHANGES TO THE ENGLISH MAJOR  
Approved by the English Department, September 22, 1995

**MAJOR REQUIREMENTS IN ENGLISH**

39 hours are required. All majors must take the required core in literature, language, and interpretive writing; 3 hours of general education literature; a 6 hour survey of the literature of Great Britain and the United States; and a concentration in literature, composition, language, creative writing or integrated English studies. 21 hours must be on the 300-400 level.

Core--9 hours (Engl 201, Engl 244, Engl 301)

General education literature--3 hours (Engl 200, Engl 225, Engl 226, Engl 271, Engl 272, Engl 281, Engl 282)

Required survey--6 hours (Engl 311 and Engl 312)

Concentration--12 hours in literature, composition, language, creative writing, or integrated studies. Nine of the 12 hours must be on the 300-400 level.

Electives--9 hours

CONCENTRATIONS--12 hours in one area, 9 of which must be 300-400 level. The concentrations allow students to emphasize a particular facet of English studies in their major program. Concentrations are possible in literature, composition, creative writing, language, or integrated English studies.

**Literature**

**British literature -- Select 3 credits from**

Engl 281 British Literature I

Engl 282 British Literature II

Engl 404 Chaucer

Engl 410 Renaissance Literature

Engl 417 Milton

Engl 426 Neoclassic Literature

Engl 431 Romantic Period

Engl 434 Victorian Literature

Engl 435 Development of the English Novel

**Shakespeare -- Select 3 credits from**

Engl 315 Survey of Shakespeare

Engl 415 Shakespeare I

Engl 416 Shakespeare II

**American literature -- Select 3 credits from**

Engl 271 American Literature I

Engl 272 American Literature II

Engl 307 Minority Literature in the U.S.

Engl 341 Contemporary American Fiction

Engl 441 Major American Authors 19th C/

Engl 442 Major American Authors 20th C/

**Literature Elective -- 3 credits selected from any literature course**

**Recommended: Literary criticism or theory -- 3 credits.**

Engl 372 History of Literary Criticism

Engl 373 Literary Theory



**Composition**

Select from

Engl 262 Introduction to Journalism  
 Engl 290 Special Topics in Writing  
 Engl 300 Writing for the Professions  
 Engl 304 Technical Report Writing  
 Engl 390 Special Topics in Writing  
 Engl 483 Tutoring Writing  
 Engl 480 Rhetorical Theory  
 Engl 490 Special Topics in Writing  
 Engl 496 Applied Writing Project

With permission of advisor, the following can substitute for one course above:

Engl 261 Introduction to Creative Writing  
 Engl 305 Creative Writing: Poetry  
 Engl 306 Creative Writing: Fiction  
 Engl 360 Grammar of Contemporary English

[Note: The Composition concentration remains under development. Hastings has offered 390 Writing in the University in F95 and proposed 390 Writing in the Community; Harley is proposing 490 Style, Editing and Document Design for W96; Graft and Boehm are developing 290 Research Writing with the Internet for F96, which could possibly substitute for Engl 112. Rather than propose any of these as permanent new course offerings to go in the catalog, we propose piloting them at least once.]

**Creative Writing**

Select at least 9 hours from

Engl 261 Introduction to Creative Writing  
 Engl 305 Creative Writing: Poetry  
 Engl 306 Creative Writing: Fiction  
 Engl 461 Seminar in Creative Writing

Select 3 additional hours from the courses above or one of the recommended courses below:

Engl 230 Reading Poetry  
 Engl 334 Modern Poetry  
 Engl 336 20th Century Fiction  
 Engl 338 Modern Drama  
 Engl 341 Contemporary American Fiction  
 Engl 373 Literary Theory

## **Language**

Select 12 hours from

- Engl 345 History of the English Language
- Engl 350 Dialects in Contemporary English
- Engl 355 Language in Society
- Engl 360 Grammar of Contemporary English
- Engl 365 Teaching English to Speakers of Other Languages
- Engl 370 Language and Education
- Engl 401 Old English
- Engl 404 Chaucer

## **Integrated**

Develop an integrated program drawing from any of the department's offerings. The integrated program requires an advisor's signature and must be filed with the department chair.

## Rationale

These proposed changes to the English major complete the curriculum review project the English Department undertook from 1992-1994. The changes include a new required 3-course core in literature, language, and interpretive writing (already implemented), the development of an upper division survey course to ensure that all majors have a solid overview of major works and developments in British and American literature, and a required 12-hour concentration in some aspect of English studies so that majors will have some depth and coherence in their program. The revised English major also makes the Department's offerings in language, composition, and creative writing more visible and students can opt to concentrate in one of these areas or in literature.

Overall, the English Department feels the revised major offers an improved sequencing of courses and will better prepare students for 400-level work. In addition, the changes reflect ways in which English studies are currently conceptualized, including a broadening of the literary canon, incorporating critical theory, and emphasizing writing.

The Department anticipates some modest increase in the number of majors as we develop and offer possible concentrations in areas other than literature. Some students who currently minor in creative writing or applied writing may decide to major in English. Other students may be drawn to the language offerings.

**Charter**

**of the**

**Saginaw Valley State University**

**Student Association**

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# PREAMBLE

We, the students of Saginaw Valley State University, do establish the Student Association of Saginaw Valley State University to represent student concerns and advance student priorities, to serve as a catalyst for positive University change, to provide information and leadership to the student body, to increase campus involvement, to faithfully administer the expenditures of Student Association funds, and to contribute to the improvement of the educational experience of the students.

## **ARTICLE I - STUDENT ASSOCIATION**

**Section 1.** There is hereby established a Student Association, henceforth known as the Association, which shall be comprised of thirteen Representatives and a President.

**Section 2.**

**Subsection 1.** The Association shall elect officers from its membership. The officers of the Association shall include a Speaker, an Ombudsman, a Public Information Officer, and a Parliamentarian. Such officers must be elected by vote of not fewer than nine members of the present Association voting at a meeting properly called and attended by a quorum.

**Subsection 2.** The Speaker of the Association shall preside over all meetings. The Speaker will vote only in the case of a tie. The Speaker shall supervise all committees as may be appointed from time-to-time by the Association, shall assign members to such committees, and shall maintain all files and other records of the Association.

**Subsection 3.** The Parliamentarian shall rule on all matters of procedure or other issues relevant to the business of the Association. The Parliamentarian shall chair the Legislation committee. The business of the Association shall, in all matters, be governed by this Charter, by By-Laws properly adopted by the Association, and meetings will be conducted using the version of Robert's Rules of Order that the Parliamentarian specifies at the beginning of his/her term.

**Subsection 4.** The Ombudsman shall process and maintain records relating to any grievances filed by members of the student body, shall preside over the resolution of all grievances properly presented within the Association, and shall serve as a source of information and support for members of the student body who are experiencing difficulties with the University.

**Subsection 5.** The Public Information Officer shall be responsible for matters of communication and dissemination of information on behalf of the Association, whether in verbal, printed, or electronic form, including, but not limited to publication and distribution of recorded proceedings or other official documents not considered to be of a confidential nature, advertising and promotion of Association events, and responses to external inquiry. Also, the Public Information Officer will serve as the student representative on the Professional Journalistic Practices Committee.

**Section 3.** The Association may adopt or approve By-Laws, resolutions and other policies or actions relevant to the function of the Student Association. Such actions may include, but shall not be limited to, the allocation or use of funding made available by the University through the collection of student fees, and the adoption of expression of positions or opinions to be published or presented to University or governmental officials.

**Section 4.** The Association may determine the Rules of Proceedings, and with the concurrence of nine representatives, expel a representative.

**Section 5.** The Association may, from time-to-time, create and appoint committees. The authority or work of such committees shall be granted or assigned in any action or resolution there taken.

**Section 6.**

**Subsection 1.** All matters before the Association shall be decided by majority vote of members present, except as otherwise specifically provided in this Charter. No business shall be conducted by the Association, nor any action taken, except in a public meeting attended by not fewer than nine representatives, which number shall constitute a quorum.

**Subsection 2.** In the event of any tie vote on any matter properly before the Association, the Speaker shall cast a vote to determine the issue.

**Subsection 3.** A representative may cast one and only one vote for each item of business brought before the Association, provided the representative shall be in attendance at the meeting during which time such item shall be decided upon.

**Subsection 4.** In the event the Speaker is unable to attend the meeting and there is a quorum, the meeting shall be chaired by officers in the following order: Parliamentarian, Ombudsman, and Public Information Officer.

**Section 7.**

**Subsection 1.** In the event any officer is unable to fulfill his or her duties, the Association shall select one representative from the existing Association to assume this office in the same manner as the original selection.

**Subsection 2.** In the event that a representative is unable or unwilling to fulfill his or her duties, the Association shall elect a new member from the student body of Saginaw Valley State University.

## **ARTICLE II - EXECUTIVE OFFICER**

**Section 1.** The President of the Student Association shall be elected by the students of Saginaw Valley State University by a general election.

**Section 2.** The President of the Student Association shall be an ex-officio member of the Association, without a vote. He or she may appoint and, when necessary and proper, remove student representatives from University committees, subject to Association consent.



**Section 3.** He or she shall further administer and execute policies set forth by the Association, such as hire and fire all student employees of the Association, and shall be responsible for the faithful expenditure and management of all funds or other assets under the ownership or control of the Student Association.

**Section 4.** He or she shall also, from time-to-time, inform the student body of actions taken by the Association or of such other matters as may affect the general interests or well-being of the student body of Saginaw Valley State University.

**Section 5.** The President has the discretion to create a cabinet structure with the approval of the Association. The President has full discretion of appointment and removal power within the approved cabinet structure.

**Section 6.** In the event the President is unable or unwilling to fulfill his or her duties, the Speaker of the Student Association will succeed to the Presidency.

**Section 7.** The President has the power to veto action items, including specific financial allocations that the Association approves. If the action item is not signed within ten business days of passage, then the item is considered signed by the President. The Association may override the President's veto by a vote in the affirmative of nine or more Representatives at a meeting properly called.

### **ARTICLE III - ELECTIONS AND QUALIFICATIONS**

**Section 1.** Elections will be sponsored and run by the University Election Commission.

**Section 2.** All students enrolled in a course or courses at Saginaw Valley State University on the date of an election shall be eligible to vote in such election.

**Section 3.** All Representatives and Officers of the Student Association must be enrolled as students at Saginaw Valley State University during the entire term of their office with a minimum of six credit hours per semester. Failure to remain enrolled, except during any summer semester, shall result in automatic forfeiture of the office to which such person was elected.

**Section 4.** All Representatives and Officers of the Student Association must have and maintain a cumulative 2.25 grade point average throughout their term. Failure to do so shall result in automatic forfeiture of the office to which such person was elected.

**Section 5.** No person shall be elected to the Office of President more than once; no person shall be elected to any elective Office within the Student Association more than three times.

## **ARTICLE IV - DISCIPLINE OR REMOVAL OF THE PRESIDENT**

Section 1. A complaint seeking to discipline or impeach the President must be submitted to the Speaker of the Association. Any such complaint shall contain the valid signatures of not less than ten percent of those students enrolled in a course or courses at Saginaw Valley State University as of the official count date, as certified by the registrar. Any such complaint must allege in clear and specific terms, misfeasance or nonfeasance on the part of the President.

Section 2. The Speaker of the Student Association shall administer the provisions of this Article, and shall promptly deliver any signed submitted complaint to the Disciplinary Action Committee.

Section 3. There shall be established a Disciplinary Action Committee, comprised of five members. Such members must be students enrolled at Saginaw Valley State University, or faculty or staff employed by the University. The Committee shall be appointed by the Speaker of the Student Association and confirmed by vote of not fewer than nine representatives of the Association.

Section 4. The Disciplinary Action Committee may adopt its own By-Laws or other regulations to guide or govern the conduct of its business.

Section 5. The said Disciplinary Action Committee shall conduct a hearing within ten business days of the date on which any complaint was submitted to the Speaker of the Student Association. At such hearing, the Disciplinary Action Committee shall consider all matters and evidence presented relative to the allegations contained in the complaint, and within five business days following the conclusion of the hearing shall recommend such action as might be deemed necessary and proper to the Association.

Section 6. All recommendations of the Disciplinary Action Committee shall be subject to action by the Association, provided that no action may be taken against the President of the Association unless confirmed by vote of not fewer than ten votes of the Representatives of the Association.

## **ARTICLE V - JUDICIAL REVIEW OF CHARTER**

Section 1. Disputes arising under the provisions of this Charter shall be resolved by action of the prevailing review structure as it is established by the Saginaw Valley State University Code of Student Conduct.

## **ARTICLE VI - INITIATIVE AND REFERENDUM**

**Section 1.** Students enrolled at Saginaw Valley State University may require a referendum to amend, modify or nullify any action taken by the Association. Any proposal for a referendum shall be initiated by a petition, setting forth the proposed measure in question and containing the signatures of not fewer than ten percent of the students enrolled in a course or courses at Saginaw Valley State University, as of the official count date, as certified by the registrar. Any such petition shall be delivered to the Speaker of the Association.

**Section 2.** Upon receiving any such petition, The Speaker of the Association will read same to the Association, then present the petition to the Election Commission, which shall organize a vote of the student body on such matter. Any such vote must take place within fifteen business days from the date the said petition was received by the Association.

**Section 3.** The action proposed in the referendum shall take effect if supported by a majority of those students properly voting in the said election.

**Section 4.** Likewise, members of the student body may propose, of their own initiative, that certain matters of policy or other action be established or taken as if approved by the Association. Any such initiative shall follow the same procedures as set forth in this Article governing the Power of Referendum. In the event the Association passes a resolution or takes action identical with that proposed in the petition for initiative, no further action shall be taken on said petition.

## **ARTICLE VII - AMENDMENTS**

**Section 1.** Amendments to this Charter may be proposed either by action of the Association or by an initiative presented pursuant to Article VI of this Charter. Any such proposed amendment shall be presented to the Election Commission, which shall, within ten business days after its receipt, publicly announce the said proposed amendment.

**Section 2.** The Election Commission shall organize and conduct a vote of the students within twenty business days after the public announcement of any properly proposed amendment. Any such amendment, if approved by a majority of those students properly voting and by the University President, shall then be presented to the Board of Control of Saginaw Valley State University for final approval.

## **ARTICLE VIII - RATIFICATION**

Ratification shall occur when the Student Government Senate approves the Charter, when the student body approves the Charter, and finally when the Board of Control approves this Charter.

2/29/96

**SAGINAW VALLEY STATE UNIVERSITY  
MODIFICATION OF GENERAL FUND OPERATING BUDGET  
FY96**

	<u>CURRENT FY96</u>	<u>MODIFIED FY96</u>	<u>NET CHANGE</u>	
			<u>\$</u>	<u>%</u>
<b>REVENUES:</b>				
Appropriation	\$18,489,873	\$18,489,873	\$0	0.00
Tuition & Fees	16,623,000	16,850,000	227,000	1.37
Miscellaneous	<u>1,477,150</u>	<u>1,477,150</u>	<u>0</u>	<u>0.00</u>
	<u>36,590,023</u>	<u>36,817,023</u>	<u>227,000</u>	<u>0.62</u>
<b>EXPENDITURE ALLOCATIONS:</b>				
Compensation	26,406,054	26,406,054	0	0.00
Supplies, Materials, & Services	9,395,389	9,622,389	227,000	2.42
Capital	<u>788,580</u>	<u>788,580</u>	<u>0</u>	<u>0.00</u>
	<u>36,590,023</u>	<u>36,817,023</u>	<u>227,000</u>	<u>0.62</u>
Revenue Over/(Under) Expenditures	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	
<b>FUND BALANCE</b>				
Balance at Beginning of Year, 7/01/95		\$450,044		
Revenue Over/(Under) Expenditures, FY1995-96		<u>0</u>		
Anticipated Fund Balance at 6/30/96		<u>\$450,044</u>		

SAGINAW VALLEY STATE UNIVERSITY  
APARTMENT AND ROOM & BOARD RATES

AY1996-97

Classification

Monthly Rent

Apartment:

Family	\$560
Individual (SVSU retains the right to rent to four individuals per apartment)	230

Academic Year Rate <sup>1</sup>  
(Two Semesters)

Residence Halls:

Traditional Declining Balance	\$4,140
Thrifty Declining Balance	3,820
Declining Balance Plus	4,465
Cafeteria 19-Meal	4,140
Extra Charge for Single Room	820

<sup>1</sup> Includes an increase in the Residence Hall Association fee from \$5.00 per semester to \$10.00 per semester.

**SAGINAW VALLEY STATE UNIVERSITY  
MISCELLANEOUS APARTMENT RENTAL RATES**

**ACADEMIC YEAR RATES (Effective August 19, 1996)**

The following arrangements may be offered at the option of Saginaw Valley State University:

	<u>Monthly Rate <sup>1</sup></u>
One (1) individual per bedroom	\$370
Faculty/Staff	560

Summer / Guest Rates

<u>Classification</u>	<u>Weekly Rate <sup>1</sup></u>
SVSU Student - Contract	\$ 75.00/person, 2 persons/bedroom 115.00/person, 1 person/bedroom
SVSU Student - Family Contract	155.00

Guest

Individual	95.00/person, 2 persons/bedroom 130.00/person, 1 person/bedroom
Family	160.00

Special group rates may be negotiated with the approval of the Director of Business and Auxiliary Services.

<sup>1</sup> Includes utilities, except long distance telephone.

**SAGINAW VALLEY STATE UNIVERSITY  
MISCELLANEOUS ROOM AND BOARD RATES**

**ACADEMIC YEAR RATES (Effective August 19, 1996)**

**Academic Sessions (Housing Only)**

**Spring and Summer Sessions**

<b>Double Bedroom Occupancy (2 persons/1 bedroom)</b>	<b>\$55.00/week</b>
<b>Single Bedroom Occupancy (1 person/1 bedroom)</b>	<b>73.00/week</b>

**Guest Rooms (Housing only, except freshman orientation)**

<b>Double Bedroom Occupancy (2 persons/1 bedroom)</b>	<b>11.50/night</b>
<b>Single Bedroom Occupancy (1 person/1 bedroom)</b>	<b>16.00/night</b>

<b>Freshman Orientation <sup>1</sup> - Room (one night only)</b>	<b>8.00/night</b>
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<b>Board (two partial days, refreshments, snacks)</b>	<b>29.50/night</b>
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**Internal Sponsored Activities (Paid from University funds)**

**Minimum of two nights**

<b>Room</b>	<b>6.00/night</b>
<b>Board</b>	<b>negotiable</b>

**Conferences**

<b>Conference Count</b>	<b>1996-97</b>		
	<b>Room Rates</b>	<b>Board Rates</b>	<b>Total <sup>2</sup></b>
<b>1-49</b>	<b>\$11.20</b>	<b>N/A</b>	<b>\$11.20</b>
<b>50-99</b>	<b>10.50</b>	<b>\$16.30</b>	<b>26.80</b>
<b>100 and above</b>	<b>10.30</b>	<b>15.80</b>	<b>26.10</b>

**Single Rooms  
(space permitting)**

**16.00**

<sup>1</sup> If the orientation format changes, the administration is authorized to adjust the charges accordingly.

<sup>2</sup> Rate may vary according to services and selections desired, number of persons involved, and the length of the activity.

RESOLUTION OF THE BOARD OF CONTROL  
OF SAGINAW VALLEY STATE UNIVERSITY  
AUTHORIZING THE ISSUANCE AND DELIVERY  
OF GENERAL REVENUE BONDS, SERIES 1996 AND  
PROVIDING FOR OTHER MATTERS RELATING THERETO

WHEREAS, the Board of Control of Saginaw Valley State University (the "Board") is a constitutional body corporate established pursuant to Article VIII, Section 6 of the Michigan Constitution of 1963, as amended, with general supervision of Saginaw Valley State University (the "University") and the control and direction of all expenditures from the University's funds; and

WHEREAS, the Board proposes to undertake the project described on Exhibit A attached hereto (the "Project"); and

WHEREAS, in the exercise of its constitutional duties, and in order to prudently control and direct expenditures from the University's funds, the Board determines it is necessary and desirable to authorize the issuance and delivery of the Board's General Revenue Bonds, Series 1996 (the "Bonds") in order to provide funds which, together with other available funds, will be used to pay a portion of the costs of the Project, to fund capitalized interest, if applicable, and to pay costs related to the issuance of the Bonds, including insurance premiums, if appropriate; and

WHEREAS, a trust indenture (the "Trust Indenture") or a loan agreement (the "Loan Agreement") must be entered into by and between the Board and a trustee (the "Trustee"), to be designated by an Authorized Officer (herein defined), or the purchaser of the Bonds, pursuant to which the Bonds will be issued and secured; and

WHEREAS, it is necessary to authorize the Authorized Officers to sell the Bonds at a public sale following publication of a notice of sale in the form to be approved by an Authorized



Officer, or if deemed appropriate by an Authorized Officer, to negotiate the sale of the Bonds with a purchaser or underwriter to be selected by an Authorized Officer; and

WHEREAS, in order to be able to market the Bonds at the most opportune time, it is necessary for the Board to authorize the President and the Vice President for Administration and Business Affairs (each an "Authorized Officer"), or either of them, to designate the Trustee or to select a purchaser of the Bonds and to negotiate, execute and deliver on behalf of the Board, the Trust Indenture or Loan Agreement, to establish the specific terms of the Bonds and to accept the offer of the purchaser, underwriter or winning bidder to purchase the Bonds, all within the limitations set forth herein; and

WHEREAS, the financing of the Project will serve proper and appropriate public purposes; and

WHEREAS, the Board has full power under its constitutional authority and supervision of the University, and control and direction of expenditures from the University funds, to acquire and construct the Project, and to pay the cost of the acquisition, construction and installation of the Project by issuance of the Bonds, and to pledge General Revenues for payment of the Bonds:

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF CONTROL OF SAGINAW VALLEY STATE UNIVERSITY, AS FOLLOWS:

1. The Board hereby authorizes the issuance, execution and delivery of the Bonds of the Board in one or more series to be designated GENERAL REVENUE BONDS, SERIES 1996 with appropriate additional series designations, if any, in the aggregate original principal amount to be established by an Authorized Officer, but not to exceed the principal

amount necessary to produce proceeds of One Million Seven Hundred Thousand Dollars (\$1,700,000), to be dated as of the date established by an Authorized Officer, for the purpose of providing funds which, together with other available funds, will be used to pay part or all of the cost of the Project, to fund capitalized interest, if appropriate, in an amount and for the period determined by an Authorized Officer, and to pay costs incidental to the issuance of the Bonds, including insurance premiums, if appropriate. The Bonds shall be serial Bonds or term Bonds subject to redemption requirements, or both, as shall be established by an Authorized Officer, but the first maturity shall be not earlier than April 1, 1997 and the last maturity shall be no later than December 31, 2026. The Bonds may bear interest at stated rates for the respective maturities thereof as shall be established by an Authorized Officer, but the highest rate of interest for any maturity shall not exceed 7% per annum (subject to adjustment, if appropriate, for a change in the tax status of the interest on the Bonds), and the Bonds may be issued in whole or in part as capital appreciation bonds, which for their term or any part thereof bear no interest but appreciate in principal amount over time at compounded rate (not in excess of 7% per annum) to be determined by an Authorized Officer. The Bonds may be subject to redemption or call for purchase prior to maturity at the times and prices and in the manner as shall be established by an Authorized Officer. The maximum annual principal and interest requirements on the Bonds shall not exceed One Hundred Seventy Five Thousand Dollars (\$175,000). Interest on the Bonds shall be payable at the times as shall be specified by an Authorized Officer. The Bonds shall be issued in fully registered form in the denominations to be provided in the Trust Indenture or Loan Agreement. The Bonds shall be payable as to principal and interest, shall be subject to transfer and exchange, and shall be executed and

authenticated, all as shall be provided in the Trust Indenture or Loan Agreement. The Bonds shall be sold, at a discount not exceeding 1.0% of the principal amount of the Bonds, at public sale following publication of a notice of sale in the form to be approved by an Authorized Officer, or at negotiated sale with a purchaser or underwriter to be selected by an Authorized Officer; provided, however, that if the Bonds are sold at negotiated sale, original issue discount shall be excluded from the calculation of the 1.0% maximum discount (which shall in such circumstances apply to the underwriter's discount only).

2. The Bonds shall be limited and not general obligations of the Board payable from and secured by a lien on the General Revenues (as shall be defined in the Trust Indenture to include generally student tuition and other fees, housing and auxiliary revenues, unrestricted gifts and grants, unrestricted investment income and other miscellaneous revenues, subject to certain reductions, limitations and exceptions) and funds from time to time on deposit in certain funds created pursuant to the Trust Indenture or Loan Agreement. The lien shall be on a parity basis with the liens on General Revenues securing previously issued outstanding bonds and notes of the Board.

Except as provided in the Trust Indenture or Loan Agreement, no recourse shall be had for the payment of the principal amount of or interest or premium on the Bonds or any claim based thereof against the State of Michigan, the Board or any officer or agent thereof, as individuals, either directly or indirectly, nor shall the Bonds and interest with respect thereto become a lien on or be secured by any property, real, personal or mixed of the State of Michigan or the Board, other than the General Revenues and the moneys from time to time on deposit in certain funds established by the Trust Indenture or Loan Agreement.

3. The right is reserved to issue additional bonds, notes or other obligations payable from and secured on a parity basis with the Bonds from the General Revenues, upon compliance with the terms and conditions as shall be set forth in the Trust Indenture or Loan Agreement.

4. The Authorized Officers, or either of them, are hereby authorized and directed, in the name and on behalf of the Board, and as its corporate act and deed, to select the Trustee or bond purchaser, and to negotiate, execute and deliver the Trust Indenture or Loan Agreement in the form as an Authorized Officer may approve upon recommendation of legal counsel, which approval shall be conclusively evidenced by the execution of the Trust Indenture or Loan Agreement, all within the limitations set forth herein.

5. An Authorized Officer, or either of them, are hereby authorized, empowered and directed, in the name and on behalf of the Board, and as its corporate act and deed, to execute the Bonds by placing his or their manual or facsimile signature or signatures thereon, and to deliver the Bonds to the purchaser or underwriter thereof upon payment of the purchase price therefor determined pursuant to Section 6 hereof.

6. An Authorized Officer, or either of them, are hereby authorized, empowered and directed, in the name and on behalf of the Board, and as its corporate act and deed, to cause to be prepared and circulated a Preliminary Official Statement with respect to the Bonds, to cause to be prepared and published an Official Notice of Sale, if the Bonds are to be sold at competitive sale, and to cause to be prepared, and to execute and deliver on behalf of the Board an Official Statement substantially in the form of the previously prepared Preliminary Official Statement, relating to the Bonds. The distribution and use of the Preliminary Official Statement and the Official Statement in accordance with applicable laws in connection with the marketing

and sale of the Bonds, is hereby authorized and approved. Either Authorized Officer is authorized to execute a Bond Purchase Agreement with an underwriter of the Bonds, if the Bonds are sold at negotiated sale, containing such terms as the Authorized Officer may determine, but not inconsistent with the provisions hereof.

7. The President, the Vice President for Administration and Business Affairs, the Secretary and any other appropriate officer of the Board or the University are hereby authorized to perform all acts and deeds and to execute and deliver all instruments and documents for and on behalf of the University required by this resolution, the Trust Indenture or Loan Agreement, or the Bond Purchase Agreement, if the Bonds are sold at negotiated sale, or necessary, expedient and proper in connection with the issuance, sale and delivery, and ongoing administration, of the Bonds or the Trust Indenture or Loan Agreement, as contemplated hereby.

8. Either Authorized Officer is authorized and directed to execute and deliver, for and on behalf of the Board, a continuing disclosure undertaking with respect to the Bonds, in the form such officer deems appropriate.

9. The Vice President for Administration and Business Affairs is hereby authorized and delegated the power to issue a declaration of intent to reimburse the University from Bond proceeds for any expenditures with respect to the Project incurred prior to the issuance of the Bonds, all in accordance with I.R.S. Regulation 1.103-18.

10. All resolutions or parts of resolutions or other proceedings of the Board in conflict herewith are hereby repealed insofar as such conflict exists.

EXHIBIT A  
PROJECT DESCRIPTION

The University will construct additional apartment units which will house approximately 50 students. Plans as developed include constructing three apartment buildings consisting of four apartments per unit with four bedrooms per apartment. The new units are to be located near an existing apartment complex. The project is expected to be completed in time for occupancy for the fall 1996 semester.

# Charter Schools and the Revised School Code

A Preliminary Outline of the Charter School Changes in Senate Bill 679

Drafted by:  
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# Charter Schools and the Revised School Code

## Introduction

The Michigan Legislature has adopted Senate Bill 679, a 153-page bill amending the School Code of 1976, which, when signed by the Governor, will become the "Revised School Code" ("Code"). Two sections will take immediate effect.<sup>1</sup> The rest of the Code will take effect on July 1, 1996.

The Code makes significant changes in the organization, operation and oversight of public schools academies, commonly called "charter schools". The Code also significantly changes the powers and opportunities for existing public schools districts and intermediate districts.

This document is a preliminary outline of the provisions of the Code that affect charter schools and charter school authorizing bodies. In general, the document will discuss changes in Part 6b as they affect charter schools and not Part 6a, the original charter school law, because Part 6a continues to be subject to litigation to determine whether Part 6a is constitutional.

## Changes Affecting Authorizing Bodies

The Code significantly affects the number of charter school contracts that may be issued by various categories of authorizing bodies and imposes new obligations and restrictions on authorizing bodies.

### Limitation on Number of Charters Issued

The following outlines the changes in the number of charter school contracts that may be issued by authorizing bodies:

#### Governing Boards of State Public Universities

The Code establishes the following numerical limits on the combined total number of charter schools that may be chartered by all of Michigan's 15 public universities<sup>2</sup>:

<u>YEAR</u>	<u>TOTAL CHARTERS</u>
1996	85

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<sup>1</sup>§1; Enrolled Senate Bill 679; amending Act No. 451 of the Public Acts of 1976

<sup>2</sup>§1229 and §1236

<sup>3</sup>§512(2)(d)

1997	100
1998	125
1999	150

The increase from 85 to 100 in 1997 will not take effect until the State Board of Education ("SBE") submits a comprehensive report on charter schools<sup>4</sup> to the legislative education committees. A delay in completing this report could slow university chartering of schools if the total university charters reach a total of 85.

A substantive provision was included designed to substantially curtail the role Central Michigan University ("CMU") has had in the being the primary authorizing body for charter schools. In addition to the total numerical limitation for public university-authorized charter schools, language was added providing:

*The total number of contracts issued by any 1 state public university shall not exceed 50% of the maximum combined total number that may be issued under this subdivision.<sup>5</sup>*

Pursuant to this limitation, CMU Board shall be limited to the following total number of charters:

<u>YEAR</u>	<u>TOTAL CHARTERS</u>
1996	50
1997	50
1998	62
1999	75

An additional consequence of this limitation is that the CMU Board will need to implement the comparative evaluation provision of the Code which requires that:

*Public school academy contracts shall be issued on a competitive basis taking into consideration the resources available for the proposed public school academy, the population to be served by the proposed public school academy, and the educational goals to be achieved by the proposed public school academy.<sup>6</sup>*

### Community College Boards

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<sup>4</sup>511a

<sup>5</sup>§512(2)(d)

<sup>6</sup>§513(1)

The amendments to the Code remove the present restriction of 1 charter school per community college board. Community college boards are now permitted to issue an unlimited number of charters within the boundaries of their community college districts.

### **Intermediate School District Boards**

Intermediate school district boards continue to be permitted to issue an unlimited number of charters within the intermediate school district boundaries.

### **School Boards**

School boards continue to be permitted to issue an unlimited number of charters within the boundaries of the school district.

The controversial Noah Webster Academy which was chartered by a school district without a high school would not be permitted to be chartered under the provisions adopted under the Code. Under the revisions, a school district must operate grades K to 12 before it is eligible to issue charters<sup>9</sup>. The Noah Webster charter was authorized by a school district that did not provide grades K-12. It is unclear whether this change will have the effect of canceling the Noah Webster charter even if the law is held constitutional.

### **Increased Oversight Responsibilities**

Language was added strengthening the duty of an authorizing body to provide sufficient oversight to assure that a charter school is in compliance with statutes, rules and the terms of the contract.<sup>9</sup> The SBE is authorized to suspend the power of an authorizing body to issue charters if it determines that the authorizing body is not engaging in "appropriate oversight."

There continues to be no specific definition of "oversight", but the SBE would be authorized to create a definition in determining what "appropriate oversight" is.<sup>10</sup>

### **Contracting Out Oversight Responsibilities**

Authorizing bodies are now specifically permitted to contract out their oversight responsibilities to

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<sup>9</sup>§512(2)(c)

<sup>8</sup>§512(2)(a)

<sup>9</sup>§512(4)

<sup>10</sup>§512(4)

ISDs, community colleges or state public universities.<sup>11</sup> Since the authorizing bodies are groups of unpaid individuals, the language clarifying that oversight can be performed by the educational institutions will be helpful in improving oversight and compliance with the charter school laws.

This change will also permit authorizing bodies to join together to conduct oversight functions in a more efficient manner. The ability to contract out oversight may encourage more authorizing bodies to grant charters because they will not be required to create an oversight staff and function.

### **Permitted Fees to 3% of State Aid**

Authorizing bodies are permitted to charge fees<sup>12</sup>, or require reimbursement of expenses, to a limit of 3% of the total state school aid received by a charter school for the following:

- Considering an application;
- Issuing a contract; and
- Providing oversight of a contract.

### **Fees for Services to Charter Schools**

An authorizing body is specifically permitted to charge fees provided to charter schools, including charter schools not authorized by the authorizing body.<sup>13</sup>

### **Enhanced Ability to Revoke Charters**

With the increased oversight responsibility and the possibility that its power to issue charters could be suspended, the ability of an authorizing body to revoke a charter for noncompliance with the law or the contract is critical. The Legislature has substantially enhanced the ability of an authorizing body to revoke a charter through the following language:

*The decision of an authorizing body to revoke a contract under this section is solely within the discretion of the authorizing body, is final, and is not subject to review by a court or any state agency. An authorizing body that revokes a contract under this section is not liable for that action to the public school academy, public school academy corporation, a pupil of the public school academy, the parent or guardian of a public school academy, or any other*

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<sup>11</sup>§512(4)

<sup>12</sup>§512(6)

<sup>13</sup>§512(6)

person.<sup>14</sup>

## Cost Increases and Regulatory Impacts on Charter Schools

Part of the political pressure involved in the passage of the Code was an effort by supporters of existing school districts and teachers' unions to "level the playing field" by eliminating perceived advantages to charter schools. This resulted in a number of revisions that change, and primarily increase, the regulatory burden and cost impositions on charter schools. They are outlined below:

### "Fundamental Rights" of Parents

A significant revision affecting all public schools is a new section providing that

*It is a natural, fundamental right of parents and legal guardians to determine and direct the care, teaching, and education of their children. The public schools of this state [including charter schools] serve the needs of pupils by cooperating with the pupil's parents and legal guardians to develop the pupil's intellectual capabilities and vocational skills in a safe and positive environment.<sup>15</sup>*

While the language appears to be consistent with generally accepted attitudes about the role of parents, any time to the Legislature creates a "fundamental right" it invites litigation to determine what is within the scope of the right. For example, if parents have the right to "direct" the education of their children, what duties does a public school or teacher have to accept the directions of the parent?

The significance of this section is increased in light of additional burdens placed on all public schools to cooperate with and provide access to parents and guardians. Each public school must now ensure (subject to reasonable rules and regulations) that every parent has the ability to:

- Review the curriculum, textbooks and teaching materials, and
- Be present to observe instructional activity (but not testing).<sup>16</sup>

Policies and guidelines adopted by a school to implement these rights must strike a balance between not unreasonably preventing the exercise of the rights and not creating an unreasonable obstacle to teaching. The rules and guidelines must be available to the public.

### State Board of Education Reporting Requirements

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<sup>14</sup>§517(4)

<sup>15</sup>§10

<sup>16</sup>§1137

Significant reporting requirements are imposed on the SBE that will cause increased expenditures for charter schools and authorizing bodies. The annual SBE report to the legislative education committees must evaluate charter schools and include an evaluation as to whether charter schools are fulfilling the purposes of charter schools established in Section 511(1).<sup>17</sup> The annual report must include for each charter school:

- Mission statement;
- Attendance statistics;
- Dropout rate;
- Aggregate assessment test scores;
- Projections of financial stability; and
- Number of and comments on supervisory visits by the authorizing body.

### **Public Notice of Charter School Enrollment**

The Code requires an applicant for a charter school to provide to the general public "adequate notice" that a charter school is being created and "adequate information" on the admission policy, criteria, and process.<sup>18</sup>

### **Oversight Fees**

As described above, the Code now explicitly permits an authorizing body to charge oversight fees up to 3% of the total state school aid funds received.<sup>19</sup>

### **CPA Audit**

The financial audits for a charter school must now be performed annually by a certified public accountant.<sup>20</sup> The present law requires financial audits, but does not specifically require a CPA.

### **Regulation of Short Term Borrowing by Charter Schools**

Charter schools will be able to borrow short term funds and pledge future state aid subject to other provisions of the Code regulating borrowing by school districts.<sup>21</sup> The Code also provides that charter schools are "school districts" for purposes of Sec. 1225, the existing provision of the Code that

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<sup>17</sup>§511a

<sup>18</sup>§512(3)(e)(iii)

<sup>19</sup>§512(6)

<sup>20</sup>§513(6)(h)

<sup>21</sup>§514a(c)

provides extensive regulation of borrowing by school districts.<sup>22</sup>

### Insurance Required on Charter School Property

A charter school board is required to insure charter school property from an insurance company licensed to do business in Michigan.<sup>23</sup>

### Standards for State-Endorsed High School Diploma

Charter high schools will now be included in the standards established to permit a high school to award a state-endorsed high school diploma.<sup>24</sup>

### Minimum Number of Days of Pupil Instruction

In order to receive full state aid, charter schools will be included in the provision establishing minimum number of days and hours of pupil instruction in a school year as follows<sup>25</sup>:

<u>School Year</u>	<u>Minimum Days</u>	<u>Minimum Hours</u>
1996-1997	180	990
1997-1998	181	1,041
1998-1999	182	1,047
1999-2000	183	1,098
2000-2001	184	1,104
2001-2002	185	1,110
2002-2003	186	1,116
2003-2004	187	1,122
2004-2005	188	1,128
2005-2006	189	1,134
2006-2007 and forward	190	1,140

If the basic foundation allowance per pupil under the State School Aid Act is less than the increase in the consumer price index, the instructional day and hour increase will be delayed.

A public school may provide for fewer days of instruction (as long as at least 180 are provided) but must provide at least the minimum number of instructional hours. This would permit a charter school to provide fewer but longer days of instruction.

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<sup>22</sup>§511(2)

<sup>23</sup>§1269

<sup>24</sup>§1279

<sup>25</sup>§1284(1)

Each public school academy must certify to the SBE the number of days and hours of pupil instruction in the previous year. It should be part of the annual report.

### **Required Code of Student Conduct**

Each charter school will be required to develop and implement a code of student conduct and enforce its provisions both in school and at school sponsored events.<sup>26</sup> A charter school is prohibited from using corporal punishment "under any circumstances."<sup>27</sup>

### **Mandatory Continuing Education for Charter School Administrators**

Charter school principals, chief business officers and other administrators "whose primary responsibility is administering instructional programs" must complete continuing education requirements imposed by SBE rule within a 5-year period.<sup>28</sup> Charter schools are not, however, included in the provisions for professional development and education assistance to schools.<sup>29</sup>

### **Use of Property Tax Revenue for Certain Charter Schools**

Charter schools authorized by school districts and ISDs will have a financial advantage over charter schools authorized by community colleges and state public university boards through provisions allowing the use of property tax funds for charter schools in addition to state aid. The new language makes it clear that chartering schools does not affect the ability of a school district to levy property taxes and provides that

*Revenue from taxes levied by a school district or intermediate school district under this act may be used to support the operation or facilities of a public school academy operated by the school district or intermediate district in the same manner as that revenue may be used under this act by a school district or intermediate school district to support school district or intermediate school district operations or facilities.*<sup>30</sup>

This language will permit a school district to issue long term bonds for a charter school and will make

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<sup>26</sup>§1312(8)

<sup>27</sup>§1312(3)

<sup>28</sup>§1246

<sup>29</sup>§1525

<sup>30</sup>§513a



it easier for a school district to arrange start up funds for a charter school.

### **Court Desegregation Orders**

A few public school districts in Michigan are subject to federal court-imposed desegregation orders. If a school district subject to a desegregation order charters a school, the pupil selection at the charter school is subject to the desegregation order.<sup>31</sup> The federal courts are also expected to include charter schools authorized by other (non-school district) authorizing bodies in desegregation proceedings when the charter school is within the area of a school district subject to court supervision. This is particularly true where the SBE is also subject to the court supervision.

### **Proof of Identity, Student Records and Notification of Missing Students**

Charter schools are required to obtain birth certificates or other reliable evidence of identity and age of an enrolling student.<sup>32</sup> A school is required to forward student records to another school if a student transfers schools. Charter schools are subject to the Code provisions requiring the tagging of records if notified by a law enforcement agency that "a student less than 17 years of age is missing" alerting the charter school of the fact that the student is missing.<sup>33</sup>

### **Opportunities for Cooperation and Collaboration**

A number of provisions in the Code will facilitate cooperation and collaboration between charter schools, ISDs, existing school districts and others.

#### **Intermediate School Districts**

While charter schools are not members of the intermediate school districts where the charter school is located, there are provisions that could encourage collaboration. ISDs are permitted to enter into agreements or cooperative arrangements with other entities, public or private, as part of performing the functions of the ISD.<sup>34</sup>

#### **School District Services to Charter Schools**

Both school district and ISD boards are authorized to provide services to charter schools or to charter

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<sup>31</sup>§514b

<sup>32</sup>§1135

<sup>33</sup>§1134

<sup>34</sup>§601a(2)

school pupils and to charge for services.<sup>35</sup> The language specifically provides that "the services may be on a collaborative basis" permitting the charter school to also provide services to the school district. This provision may allow the development of specialized and cost effective services that could be shared by charter schools and school districts.

These provisions are in addition to the existing provisions that allow charter schools to take advantage of the Intergovernmental Contracts Between Municipal Corporations Act and the Intergovernmental Transfer of Functions and Responsibilities Act.

### **Opportunities to Lease or Rent School District Property**

Some school districts have sought to avoid the competition from charter schools by refusing to make available excess school property and buildings to charter schools. The Legislature previously voided any deed restrictions by school districts prohibiting use of excess school property for educational purposes. The Legislature has made a modest improvement in the situation by providing that where a school board offers property for lease or rent it

*Shall not refuse to lease or rent the property to a person solely because the person intends to use the property for an educational purpose....*<sup>36</sup>

While this language will not ensure charter school applicants access to excess school property, it does impose some restrictions on school boards and administrators that are hostile to charter schools.

### **Substantive Educational Changes Affecting Charter Schools**

While several of the Code amendments affecting charter schools will affect the costs of charter schools and may increase regulations, a number of other changes will have an impact on the educational programs of charter schools.

#### **Switch from "Outcomes" to "Objectives"**

The Legislature has attempted to avoid the controversial concept of "outcomes based education", or OBE, by revising curriculum and education standards established at the state level to be "objectives" rather than "outcomes."<sup>37</sup> After 1997, a pupil can receive a state-endorsed diploma only if the pupil meets the "academic objectives" of the SBE.<sup>38</sup> These objectives are measured by SBE-approved

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<sup>35</sup>§1228

<sup>36</sup>§1260

<sup>37</sup>§5(4)

<sup>38</sup>§1279(2)

"assessment instruments" based on SBE-approved "model core academic content standards objectives."<sup>9</sup> The SBE, school districts and charter schools are required to ensure that pupil assessments "are not used to measure pupils' values or attitudes."<sup>10</sup>

### **Rights of Parental Involvement in Education**

The fundamental right of parents to direct the care, teaching and education of their children, established in Section 10, is implemented by provisions permitting parents to review the curriculum, textbooks, and teaching materials of the school and to be present to observe instructional activity.<sup>11</sup> Charter schools will be required to establish "reasonable" times, places, restrictions and controls permitting parents to exercise these rights while not creating unreasonable obstacles to teaching or learning, or to administering or maintaining proper discipline.

### **Corporal Punishment Banned in Charter Schools**

Charter school employees or volunteers are prohibited from using corporal punishment on pupils including

*the deliberate infliction of physical pain by hitting, paddling, spanking, slapping, or any other physical force used as a means of discipline.*<sup>12</sup>

A charter school may use physical force to restrain or remove a disorderly pupil, for self defense, to prevent a pupil from inflicting harm, to quell a disturbance, to obtain possession of a weapon from a pupil or to protect property. Where such physical force is used reasonably, the school employee or volunteer is granted immunity from civil damages.

### **Discrimination Prohibited**

In addition to other provisions prohibiting discrimination, charter schools are included in existing Code provisions prohibiting discrimination on the basis of race, color or sex.<sup>13</sup>

### **Bilingual Instruction**

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<sup>9</sup>§1279(8)

<sup>10</sup>§1279c

<sup>11</sup>§1137

<sup>12</sup>§1312

<sup>13</sup>§1146

Charter schools are now included in the Code's provision for bilingual instruction.<sup>44</sup> The bilingual instruction provisions have been changed from mandatory to optional.

## Issues Affecting Charter School Litigation

Since the initial adoption of the original charter school law (Part 6a of the Code), the MEA, ACLU and other opponents of charter schools have sought to have the charter school laws declared unconstitutional. In part, the opponents of charter schools have sought to limit the ability of the Legislature to design and make changes in the structure of Michigan's public school system.

Notwithstanding the pending litigation, the Legislature has continued to assert its right to structure and change the public school system, including charter schools as a part of that system. The following aspects of the changes brought about by the Revised School Code could affect the ultimate decision by the Michigan Supreme Court on both the Legislature's powers and on the constitutionality of charter schools.

### New Definition of "Public School"

Part of the MEA/ACLU challenge to charter schools is that they do not fall within the definition of "public school" as understood by the People when the Constitution and the Parochial amendments were adopted. The Legislature has continued to assert its authority to define public schools and has adopted a new definition that is broader and more inclusive than the previous definition:

*"Public school" means a public elementary or secondary educational entity or agency that is established under this act, has as its primary mission the teaching and learning of academic and vocational-technical skills and knowledge, and is operated by a school district, local act school district, special act school district, intermediate school district, public school academy corporation, or by the department or state board. Public school also includes a laboratory school or other elementary or secondary school that is controlled and operated by a state public university....<sup>45</sup>*

### Termination of Chartering Rights by Noah Webster Academy School District

The MEA/ACLU challenge to the charter school law was originally initiated against Noah Webster Academy, a charter school authorized by a school district that does not run a full K-12 system. The amendments to the Code now limit school districts permitted to authorize charter schools to those "that

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<sup>44</sup>§1153

<sup>45</sup>§5(5)

operate grades K-12."<sup>46</sup> It is unclear whether the charter issued to Noah Webster Academy would become effective if the courts ultimately uphold the original, and now amended, charter school law on which the Noah Webster charter is based.

### Restructuring of School Districts

Part of the MEA/ACLU challenge to the charter school law was the assertion that when the people approved the Parochiaid Amendment to the Constitution in 1970, the definition of public school and school district was in effect frozen and not subject to change by the Legislature.

The changes in the structure of Michigan's public school system in the Revised Code are even more substantial than the original charter school law. The changes have abolished most school district classes, joint high school districts and local act districts and have replaced them all with a new "general powers school district."<sup>47</sup> The first class district category is retained for the City of Detroit. Instead of the restricted powers given to school districts, the new general powers school districts have wide powers and may

*exercise a power incidental or appropriate to the performance of any function related to the operation of the school district in the interests of public elementary and secondary education....*

It is difficult to contemplate how the courts could declare the limited changes involved in creating charter schools unconstitutional without also challenging the much greater changes made to the public school system structure by the Revised School Code.

### Application of School Code to Specific School Types

One of the assertions of the MEA/ACLU in the charter school litigation is that all of the School Code must apply to charter schools. This assertion was based, in part, on the erroneous conclusion that all of the School Code applied to existing school district schools. The changes in the Revised Code refute that assertion in two important ways:

First, the Code extends a number of additional provisions to charter schools and makes the regulatory structure for charter schools and schools districts "on a more level playing field." This was accomplished by adding the word "public school academy" to a number of Code sections regulating existing school districts. These changes are in addition to the existing laws applicable to charter schools listed in the charter school provisions.<sup>48</sup>

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<sup>46</sup>§501(2)(a)(I) and §511(3)(a)(I)

<sup>47</sup>§11

<sup>48</sup>§513(8)(e)

Second, the fact that only parts of the Code apply to particular types of schools is reflected in the following amended language:

*Each school district is subject to and governed by this article except as to those matters which are specifically or by necessary implication provided for a first class district under part 6, and by articles 3 and 4. An intermediate school district is governed by the provisions of this article that relate specifically to intermediate school districts and by articles 3 and 4.<sup>99</sup>*

## SBE Waiver of SBE or MDE Rules

While the SBE has failed to adopt rules implementing the charter school law, a provision in the Revised Code<sup>90</sup> will allow the SBE to grant to charter schools a waiver of SBE or Michigan Department of Education ("MDE") rules interpreting or implementing the School Code. The following is an outline of the waiver powers:

### WAIVER

- A charter school or school district must apply for the waiver.
- The waiver applies only to rules under the School Code, not other laws such as the Fire Safety Code. \*
- The waiver can be granted only if the school can

*demonstrate that it can address the intent of the rule in a more effective, efficient, or economical manner or that the waiver is necessary to stimulate improved pupil performance.*

- A waiver can be granted for only 3 years, but may be renewed.
- The SBE may place conditions on the waiver.
- The SBE may revoke a waiver if it determines that

*The waiver no longer meets the criteria of this subsection, compromises equal opportunities for learning, or is detrimental to the educational interests of pupils.*

- No waivers are permitted for statutory (as opposed to rule-imposed) duties established in the Code.
- No waivers are permitted from statutory duties in other laws (unless the other law specifically provides for a waiver).

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<sup>99</sup>§1131

<sup>90</sup>§1281(3)

In general, the waiver provision is very limited and will be of little value to charter schools.

## **Equal Access to Public Schools as Limited Open Forums**

One of the evolving constitutional issues for public schools is the use of school facilities for pupil meetings that have religious or political purposes. Because charter schools are public schools and governmental entities, they are subject to these constitutional restrictions.

A significant change has been made in the Code by attempting to include in statutory form the constitutional principles on the use of a public school building as a "limited open forum."<sup>1</sup> The language added to the Code is parallel to the "Equal Access Act"<sup>2</sup>, a federal law adopted in 1984 to prohibit discrimination between religious and political groups on one hand and other noncurriculum-related groups on the other hand and to end discrimination by allowing students to meet and discuss religion before and after classes.

The following is a brief outline of the limited open forum provisions:

### **Definition of Limited Open Forum**

Whenever a public school grants an offering to or opportunity for 1 or more noncurriculum-related student groups to meet on school premises during noninstructional time, the school becomes a "limited open forum."

### **Equal Access and Fair Opportunity to Any Pupil**

If a school is a limited open forum, it must provide equal access and a "fair opportunity" to any pupil or pupils who wish to conduct a meeting and may not discriminate against the pupils on the basis of the religious, political, philosophical, or other content of the speech at the meeting. The assertion of this equal access right has been frequently invoked by pupils who wish to conduct Bible study or other religious meetings in a school during noninstructional time. Where the school allows one group, e.g., a chess club, to use school property, it cannot thereafter restrict other student groups from using the school property.

### **Limitation on "Fair Opportunity"**

The equal access and fair opportunity standards do not allow any group or organization to use school property. The school is permitted to uniformly require that any meeting meet the following standards:

- The meeting must be voluntary and student-initiated.
- There must be no sponsorship of the meeting by the school, the government or the

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<sup>1</sup>§1299

<sup>2</sup>20 USCS 4071 et seq

agents of either. Sponsorship includes the act of promoting, leading, or participating in a meeting.

- School employees and agents must be present "at religious meetings only in a nonparticipatory capacity."
- The meeting must not "materially and substantially interfere with the orderly conduct of educational activities within the school."
- Persons not affiliated with the school may not "direct, conduct, control, or regularly attend activities of student groups."

### **Avoiding Public School Sponsorship of Religion**

While the limited open forum provisions allow student-initiated groups to use school property for religious and political purposes, the Code provisions make it clear that public schools (or any government agency) may not do any of the following:

- Influence the form or content of any prayer or other religious activity.
- Require any person to participate in prayer or other religious activity.
- Expend school funds beyond the incidental cost of providing space.
- Compel any school employee to attend a school meeting if the content of the speech at the meeting is contrary to the person's beliefs.
- Sanction meetings that are otherwise unlawful.
- Limit the rights of groups that are not of a specified numerical size (e.g., limit a group because it is too small).
- Abridge the constitutional rights of any person.

### **Conclusion**

The extensive changes made in the Code by the Legislature will require charter schools and authorizing bodies to review their documentation and operations to make sure they are in compliance with the new provisions of the Code. The regulation and oversight of charter schools will increase and charter school administrators and boards should take steps to assure that they are in compliance with the Code, other laws and state rules and regulations.



NOTE: This preliminary analysis was prepared for the Charter School Office at Central Michigan University. It is not designed to provide legal advice to any person.

For further information contact:

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Fax: (517) 374-9191  
Internet: 5634154@mcinail.com

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RESOLUTION TO AUTHORIZE THE ESTABLISHMENT  
OF A PUBLIC SCHOOL ACADEMY

Lake Bluff Academy

WHEREAS, the Michigan Legislature has provided for the establishment of public school academies as part of the Michigan public school system by enacting Act No. 362 of the Public Acts of 1993 and Act No. 416 of the Public Acts of 1994; and

WHEREAS, Act No. 416 of the Public Acts of 1994 is now in effect; and

WHEREAS, According to this legislation, the Saginaw Valley State University Board of Control, as the governing body of a state public university, is an authorizing body empowered to issue contracts to organize and operate public school academies; and

WHEREAS, The Michigan legislature has mandated that public school academy contracts be issued on a competitive basis taking into consideration the resources available for the proposed public school academy, the population to be served by the proposed public school academy; and the educational goals to be achieved by the proposed public school academy; and

WHEREAS, The Michigan legislature has mandated that public school academies organized under Act No. 416 of the Public Acts of 1994 achieve certain specific educational purposes; and

WHEREAS, The Saginaw Valley State University Board of Control having received an application for organizing the proposed Lake Bluff Academy as a public school academy and having reviewed the application according to the provisions set forth by the Michigan Legislature;

NOW, THEREFORE, BE IT RESOLVED, That the Saginaw Valley State University Board of Control declares, subject to the conditions set forth below, that:

1. It will issue a contract to organize and operate the Lake Bluff Academy as a public school academy upon the application submitted under Section 512 of 1994 PA 416.
2. It approves the following members of the Board of Directors of Lake Bluff Academy

Brian A. Allen, O.D.  
Roxanne Rowley  
Jeff Rose  
Pat Travis  
Bonnie L. Kenny

RESOLVED FURTHER, That all members of the Board of Directors of Lake Bluff Academy must file an acceptance of office with Saginaw Valley State University, and must take the oath of office required by 1994 PA 416;

RESOLVED FURTHER, That the Articles of Incorporation of the Lake Bluff Academy in the form previously submitted to this Board of Control are approved, and shall be adopted and filed in accordance with law in substantially that form.

### 3. Conditions

The effectiveness or the continued effectiveness of this Resolution are subject to these conditions:

- a. An opinion of University legal counsel to the effect that contract documents have been agreed upon which are consistent with the purpose of the public school academies statutes; that when executed, contract documents will be binding on both parties in accordance with their tenor; and that in the opinion of University counsel, adequate provisions are included to immunize or indemnify the University, its directors, officers, employees and agents to the extent that prudence and reasonable business practice would require from all claims of liability arising from the University's contractual relationship with the public school academy or the operation of the public school academy;
  - b. An opinion of professional staff of the University to the effect that the contract documents, the proposed plan of operation, and the methods for holding the public school academy accountable for educational outcomes are consistent with the Policy Statement on Public School Academies adopted by the University Board on November 14 1994 and subsequently amended, unless in the case of departures from such Policy Statement, if any, the staff recommends that each such departure be agreed to, and state reason in support.
  - c. An opinion of the professional staff of the University that the applicant meets all of the financial, personnel and facility requirements necessary to open and operate an effective Public School Academy.
  - d. This Resolution and any contract entered into under it shall be null and void if Lake Bluff Academy is not in operation by September 1996.
4. Upon receipt by the University Board of the opinions mentioned in 3 (a) and (b) above and subject to 3 (c) above, the Chair of the Board of Control of Saginaw Valley State University may execute a public school academy contract and related documents between Lake Bluff Academy (a public school academy) and the Saginaw Valley State University Board of Control (authorizing body).

## CHARTER APPLICATION SUMMARY DATA

Title: Lake Bluff Academy

Grade Level: K-4      Approximate Enrollment: 52

Location: Manistee, Michigan

Contact Applicant: Suzette S. Darbor and Mary Sue Wilkinson

3315 Rose Road, Brethren, Michigan 49619

### MISSION

Lake Bluff Academy will provide an enriched, caring environment that supports the natural and joyous learning process where children, families and educators will flourish as a community of learners.

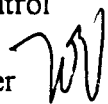
### BRIEF DESCRIPTION OF PROGRAM

Dr. Darbor and Ms. Wilkinson are two enthusiastic educators with a firm grasp on and a rich background in primary education. Their application stresses parental involvement, activity centered learning, and small classes in a school committed to continuous development in the basics as well as music, the arts, and foreign language. There seems to be broad support for the school throughout the community. The program reviewer enthusiastically endorses this public school academy.

Estimated State Aid Revenue: \$250,092.00

Estimated SVSU Revenue: \$7,521.00

TO: Eric Gilbertson, President and  
Board of Control

FROM: Wayne Vasher 

DATE: February 22, 1996

RE: **PROGRAM REVIEWER**

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Mary Lavengood currently is the Director of Instruction for the Montrose Schools and has more than 15 years experience as a Teacher, Special Education Consultant, and Central Office Administrator. She enthusiastically accepted the challenge to review the Lake Bluff School. She holds a Bachelor's Degree from the University of Michigan-Flint and a Master's and Specialist from Eastern Michigan University.

On February 15, 1996 the Saginaw Valley State University criteria for an authorized charter school questions were discussed with Dr. Suzette Darbor and Mary Sue Wilkinson, co-directors of the proposed Lake Bluff Academy. Others involved in the discussion were Pam Wickling and Sandra Nelson, prospective teachers and Jeff Rose and Pat Travis, prospective members of the Board of Directors.

The co-directors and prospective teachers all of whom have seven to eleven years tenure with the Manistee Public Schools agreed upon three problem areas that exist in the school system. The first problem area identified by the group is a lack of parental involvement. They believe the research that indicates how important this aspect is in an effective school. This district has a large Head Start program where parents are required to be actively involved. It is the perception of the group that once the children enter the public school system, parents are no longer encourage and frequently discouraged from being actively involved in the classroom. The teachers felt that many of their peers are threatened by the presence of parents in their classrooms. They even felt that an open lack of respect was shown for the abilities of the parents.

A second problem that was identified in the Manistee Public schools involves the non-traditional configuration of the grade levels within the buildings. These grade configurations (K-1, 1-3, 4-6, 7-8, 9-12) have students changing buildings every 2-3 years. Several problems arise with this situation. There is a lack of ownership by the students and/or the parents. The children are in each building such a short time that they never get a chance to develop respect for the building let alone respect for the staff. Teachers are not able to follow families of children or assist subsequent teachers in understanding the unique learning needs of the children. They also are not able to address the social needs of many of the at risk families. Because these children are frequently not attending the same school as their siblings, there is a lack of emotional support.

This building division also makes it difficult for parents of young children to be actively involved in all of the buildings.

Finally, class size was identified as a problem. Average class size in grades K-5 in the Manistee Public schools is 24-28 students. As our students enter schools with significant social problems, these class sizes are too large. There is a need for smaller learning groups that meet individual needs.

These preceding problems are addressed by the Lake Bluff Academy. Individual members of the group have each tried to address these concerns in their own buildings. These attempts have been futile. In my discussion with this group, I feel that each is truly dedicated to providing a quality education for all students. They are research based on the importance of school families, parental support and appropriate class size. Their plan will provide a student to adult ratio of 9-1 which should increase the success rate of student learning. Parents will be asked to be a regular part of the educational system and ample time is built into the plan to allow teachers to collaborate on a daily basis.

The mission and vision of this academy is consistent with the research on quality schools. It is dedicated to insuring continuous progress for the students. The staff recognizes the need to assist the students in making connections between learning and the world beyond the classroom. The students will be grouped in multi age groups which will allow for the remediation and advancement as required to meet individual needs. The group believes that this grouping will lessen the number of students who are identified as needing special education support. The students will also be involved in service projects. They will learn to work cooperatively with an emphasis on activity based learning and active problem solving.

The curriculum was discussed extensively. There was a concern on the part of the reviewer that language arts and reading were not going to be given the appropriate emphasis. I quickly learned that the philosophy and understanding of whole language instruction was very strong. These teachers have been trained to provide reading instruction that incorporates phonics and literature. They expressed the need for rich literature on which to base reading instruction and the development of reading skills. Pam Wickling said, “ If we provide the appropriate instruction in reading we will cease to produce children who cannot read.” She was amazed at the lack of training in the area of reading when compared to the training she received in Australia.

Math instruction will focus on problem solving through the use of manipulative materials. The theories of “*Math Their Way*” and “*Math a Way of Thinking*” will be followed in conjunction with the Michigan Core Curriculum. The group plans to emphasize mathematical problem solving as it relates to real life problems. Math skills will be incorporated into the other curriculum areas.

The science and social studies curriculums will focus on local issues and topics. The Academy is seeking the support of the local Audubon society and the Ottawa Indian tribe that makes this area its home. These groups will provide themes for science and social studies activities. Students will learn the skills of conflict resolution, social interaction and human differences. Environmental science will be a focus theme.

The group recognizes the need for the integration of technology and learning. They admittedly lacked expertise in this area however they were ready to seek support from outside consultants, their Board of Directors and the local colleges. They have built technology into their budget and they feel that they will learn with the students. There is a desire to use technology as a tool for problem solving and to aid in communication skills. They will develop their technology



curriculum on the Michigan Content Standards. It is the ultimate goal of this Academy to have equipment and infrastructure for interactive two way communication. This will allow these students to access the Internet, university libraries, virtual textbooks and other classrooms around the world.

All of the above curriculums are based on an investigative process of learning which will be age appropriate. The activities are designed to be developmentally appropriate, intellectually challenging, and taught in a safe environment. Assessment for all curriculum areas is based on authentic projects. Students will be assessed on the MEAP as well as on their portfolios. Upon extensive discussion regarding the curriculum, I feel that the directors have considered the academic, emotional, physical and social needs of the students.

It would appear that the recruitment of the students, teachers and Board of Directors has been carefully thought out. Upon award of the charter, the co-directors will advertise for teachers and members for the Board of Directors. Concurrently they will develop the responsibilities and line of authority of the Board of Directors. In an attempt to lure teachers that are beyond the novice stage, the base salary was set at a level commensurate with the local district. Dr. Darbor indicated that the qualities of the teachers will be based on those identified by Ernest Boyer in his book *"The Basic School"*. Boyer identifies at least four essential characteristics of an effective teacher. A good teacher is well informed, knows children (is attentive to the whole child), empowers students to explore their own questions, and is an open, authentic human being who is pedagogically well prepared, honest in their relationships with students, and confident. These are the qualities that the Lake Bluff Academy is seeking in the teachers who will lead their students in learning.

The process for recruitment of students is also well planned. The co-directors are following the guidelines developed for Charter schools. They have a press release prepared for the local news papers in the county. The local superintendents and boards of education have been informed that there is the possibility for a charter school in the county. Students will be selected on an open lottery system.

The Board of Directors will demonstrate understanding and support to the vision of the school. They will provide a cross section of knowledge and skills that will ensure that the Academy is financially successful. It is also the intention, of those prospective board members whom I interviewed, that this Academy will grow and connect with the local community as well as become a distance learning community.

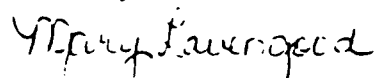
There was discussion regarding the building to house the Academy. At present Dr. Darbor and Ms. Wilkinson are looking at four potential sites. The buildings will meet all codes as required by the State of Michigan for an educational facility. They are looking for a site that provides the greatest ease in accessibility within the county as they plan to draw students from all four districts located in Manistee county. As the school will have an environmental theme, they hope to locate a building in an area that will support that theme.

Finally, the budget identified for the Lake Bluff Academy appears to be sound. They have had it reviewed by an accountant who is familiar with the development of such budgets. I am sure that over time there will be minor adjustments in the budget line items. The technology portion will likely require greater monies as the interest in computer learning grows. I would like to see more of the monies currently identified as fund equity assigned to educational supplies. The fund equity budget amount currently represents greater than the recommended 10% of the operating

budget.

In summary, based on my knowledge of educational planning, I support the charter for the Lake Bluff Academy. Their vision for education is sound and it fills the voids perceived to be existing in the Manistee Community Schools. The co-directors and prospective teachers with whom I met represented a cross section of past and current employees of the district. The prospective board members spoke of educationally sound reasons for beginning a charter school. All were energetic and enthused about making learning a better experience for our children. The curriculum is relevant and is filled with many of the goals identified as necessary for creating quality adults. The instructional plan is developmentally appropriate. The group believes in taking children from where they are and helping them develop a quest for learning that is filled with personal success. It is there goal to include parents every step of the way.

Sincerely,

A handwritten signature in cursive script that reads "Mary Lavengood".

Mary Lavengood, MA. EdS.

RESOLUTION TO AUTHORIZE THE ESTABLISHMENT  
OF A PUBLIC SCHOOL ACADEMY

Northwest Academy

WHEREAS, the Michigan Legislature has provided for the establishment of public school academies as part of the Michigan public school system by enacting Act No. 362 of the Public Acts of 1993 and Act No. 416 of the Public Acts of 1994; and

WHEREAS, Act No. 416 of the Public Acts of 1994 is now in effect; and

WHEREAS, According to this legislation, the Saginaw Valley State University Board of Control, as the governing body of a state public university, is an authorizing body empowered to issue contracts to organize and operate public school academies; and

WHEREAS, The Michigan legislature has mandated that public school academy contracts be issued on a competitive basis taking into consideration the resources available for the proposed public school academy, the population to be served by the proposed public school academy; and the educational goals to be achieved by the proposed public school academy; and

WHEREAS, The Michigan legislature has mandated that public school academies organized under Act No. 416 of the Public Acts of 1994 achieve certain specific educational purposes; and

WHEREAS, The Saginaw Valley State University Board of Control having received an application for organizing the proposed Northwest Academy as a public school academy and having reviewed the application according to the provisions set forth by the Michigan Legislature;

NOW, THEREFORE, BE IT RESOLVED, That the Saginaw Valley State University Board of Control declares, subject to the conditions set forth below, that:

1. It will issue a contract to organize and operate the Northwest Academy as a public school academy upon the application submitted under Section 512 of 1994 PA 416.
2. It approves the following members of the Board of Directors of Northwest Academy

Gerald M. Chase, Administrator, District Health Department  
James L. Malewitz, Principal, Performance Engineering  
Patricia Sitzema, Community Volunteer  
F. James Stewart, M.D.  
Jacqueline K. Hice, Teacher's Aide at the Montessori House

RESOLVED FURTHER, That all members of the Board of Directors of Northwest Academy must file an acceptance of office with Saginaw Valley State University, and must take the oath of office required by 1994 PA 416;

RESOLVED FURTHER, That the Articles of Incorporation of the Northwest Academy in the form previously submitted to this Board of Control are approved, and shall be adopted and filed in accordance with law in substantially that form.

### 3. Conditions

The effectiveness or the continued effectiveness of this Resolution are subject to these conditions:

- a. An opinion of University legal counsel to the effect that contract documents have been agreed upon which are consistent with the purpose of the public school academies statutes; that when executed, contract documents will be binding on both parties in accordance with their tenor; and that in the opinion of University counsel, adequate provisions are included to immunize or indemnify the University, its directors, officers, employees and agents to the extent that prudence and reasonable business practice would require from all claims of liability arising from the University's contractual relationship with the public school academy or the operation of the public school academy;
  - b. An opinion of professional staff of the University to the effect that the contract documents, the proposed plan of operation, and the methods for holding the public school academy accountable for educational outcomes are consistent with the Policy Statement on Public School Academies adopted by the University Board on November 14 1994 and subsequently amended, unless in the case of departures from such Policy Statement, if any, the staff recommends that each such departure be agreed to, and state reason in support.
  - c. An opinion of the professional staff of the University that the applicant meets all of the financial, personnel and facility requirements necessary to open and operate an effective Public School Academy.
  - d. This Resolution and any contract entered into under it shall be null and void if Northwest Academy is not in operation by September 1996.
4. Upon receipt by the University Board of the opinions mentioned in 3 (a) and (b) above and subject to 3 (c) above, the Chair of the Board of Control of Saginaw Valley State University may execute a public school academy contract and related documents between Northwest Academy (a public school academy) and the Saginaw Valley State University Board of Control (authorizing body).

## CHARTER APPLICATION SUMMARY DATA

Title: Northwest Academy

Grade Level: 6-12      Approximate Enrollment: 60-75

Location: Charlevoix, Michigan

Contact Applicant: Gerald Chase  
12492 Pine Ridge, Charlevoix, Michigan 49720

### MISSION

Northwest is dedicated to the encouragement of excellence in the education attainment of its students, particularly in the fields of mathematics, science, and technology. For this purpose, excellence is defined as the maximization of learning attainment on an individual basis in an atmosphere that promotes positive work ethics and participation in team and community learning and service activities. This mission is supported by the strong belief that the student's family and other elements of the community, together with the school, should be partners in the student's education.

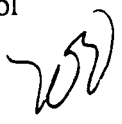
### BRIEF DESCRIPTION OF PROGRAM

The concept for Northwest Academy originated with a small group of community leaders structured to serve youngsters at both ends of the traditional bell curve. The school will have a strong emphasis in science and math and will encourage students to articulate on shared time basis at local community colleges. The school's concept is strongly supported by the broader Charlevoix community. In addition to the four core subjects, this small high school will offer electives in foreign language, physical education, and music.

Estimated State Aid Revenue: \$330,000.00

Estimated SVSU Revenue: \$9,900.00

TO: Eric Gilbertson, President and  
Board of Control

FROM: Wayne Vasher 

DATE: February 22, 1996

RE: **PROGRAM REVIEWER**

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Dr. James E. Hewitt has 33 years of experience as a Professional Educator beginning with his classroom experience continuing through as a middle school principal and central office curriculum director. He has earned three degree's from the following institutions: Michigan State University, Wayne State University, and the University of Michigan. For the past two years he has served as General Education Consultant. He has conducted staff workshops in learning styles, teaching styles, and instructional technology planning.

# Northwest Academy

## INTRODUCTION

On Thursday February 22, a day long site visit was made by this observer. This report is based on an extensive reading of the Charter School Application and observations made during the site visit. A total of nine people were available for interview and the proposed physical facility was inspected.

## RECOMMENDATION

It is the recommendation of this reviewer that the Charter School Application submitted for Northwest Academy of Charlevoix Michigan be approved with one condition. That is: successful conversion of the proposed physical plant to a school facility that successfully passes any and all required inspections by public agencies (fire marshall etc.)

## ADDRESSING A NEED - THE MISSION

The proposed Northwest Academy of Charlevoix states that their purpose, in part is "...providing innovative teaching techniques and educational technology to challenge students to attain their highest level of performance..." Developers of the school perceive that the existing community middle school and high school are limited in the ability to provide the depth of study, ratio of student to teachers, well disciplined atmosphere and computer applications for learning to the extent that is desired by a significant segment of the population. Additionally, the



developers hope to provide smaller class sizes, integrated subject content, innovative teaching strategies and individual learning programs with one on one learning experiences at a rate different than currently experienced in the public school setting.

The need for individualized instructional experiences incorporating extensive application of technology has been identified. The Northwest Academy has developed a proposal to meet the need.

### CONSISTENCY PLANNED

The vision and mission of the proposed school appears to be consistent with current and sound pedagogical practices. In describing elements of intended classroom atmosphere, the developers incorporate the work of Dr. William Glasser as a description of their expectations. Developers perceive "...the teacher's attitude will be that of a coach and not an antagonist. The attitude of this academy is that the teacher is working with the student assisting the student in obtaining the tools and techniques that will allow the student to succeed in the class...to overcome the obstacles on the road to knowledge, so that success in the class is assured..." An ambitious, yet feasible plan to incorporate technology as a major part of the delivery system is detailed.

### EDUCATIONAL GOALS

The educational goals are well defined and consistent with the mission

and vision of the proposed school. The effectiveness of the educational curriculum should be measurable by conventional evaluation and assessment tools. The proposed curriculum, when successfully completed by a student, should prepare that student to competently compete with and in other educational arenas.

## INTERNAL CONSISTENCY

Among the principals (parents and prospective Board members) interviewed during the site visit, all were cognizant and supportive of the mission and objectives of the proposed school. The site visit afforded the opportunity to talk with four proposed Board members and five parents of prospective students. Each were able to articulate the mission and objective of the school. No perspective teachers were able to be present for the site visit, although clearly they have been involved in the preparation of the documents submitted to date and their contributions reflect an understanding of and agreement to the stated mission and objectives. The resumes of several potential teachers were reviewed and appeared to profile candidates who could support and implement the mission and objectives as stated.

## BUDGET

The proposed budget reflects a sense of fairness and balance, with the majority of dollars appropriately committed to the defined instructional program. Planners are aware that initial costs will be significant and have

taken steps to budget for anticipated expenses. Recognizing that unanticipated expenses may well occur, planners feel they can adapt to meet such demands. As with any proposed budget, revisions will need to be constantly made as the planning and implementation process continue.

## SCHOOL SITE DEVELOPMENT

Architectural plans for the proposed facility were reviewed and display a reasonable facility for the intended program. If completed as planned, a comfortable and safe environment should be available. In addition to reviewing the architectural plans, the existing building proposed for renovation was visited and verified to exist as described in the proposal.

## CURRICULUM

The proposed curriculum provides an basic outline of appropriate scope and sequence for the grades specified. Materials and delivery of instruction will be dominated by technology applications. As intended software is acquired, a more detailed curriculum map should be prepared.

The proposed curriculum might enhanced by appropriate review of standards set by curricular organizations such as the National Council of the Teachers of Mathematics (NCTM), the National Council for Social Studies (NCSS) and others appropriate for each content area. This review would assure the high standards desired by the developers, while assuring coordination with institutions of higher education.

## RECRUITMENT

Although the Northwest Academy is not yet a reality, requests for acceptance to the student body are stated to be numerous. Once the charter is formalized, appropriate publicity with local news media is assured. Based on current interest, it appears likely that initial enrollment numbers will be met with minimal promotional effort.

## CALENDAR

The proposed calendar provides time for staff development and parent conferences. Planners must be conscious that the first year will require exceptional amounts of staff development time. With the stated intent of encouraging strong parent involvement in the program; the calendar must contain extensive opportunities for both formal and informal parent conferences. The planners assured this reviewer that the proposed calendar will be expanded to recognize requirements as set forth by the State of Michigan in regards to the minimum number of membership days. The proposed days, along with the proposed hours, should adequately meet required contact time as established by the State of Michigan.

## STAFFING

A specific, detailed plan for selecting and hiring staff is yet to be developed. However, planners, upon charter approval, hope to hire and involve the program leader in detailing the selection process. Current

experience indicates that prospective faculty are seeking out the developers and asking to be considered for a position. The potential of working in an alternative program seems to be attracting qualified candidates. It would appear that a qualified and appropriate staff can be hired.

### BOARD MEMBERSHIP

During the site visit, four of the prospective Board members were interviewed. They represented a cross section of the community and included a physician, public health administrator, a self-employed engineer and an involved and supportive parent. Additional members, of similar profile and interest, are being identified. All seem genuinely interested in public education and have a clear commitment to energizing alternative opportunities for the community. As liaison person has been appointed by the Charlevoix Board of Education.

### START UP FUNDING

Appropriate cooperation and funding appear to be available from local banks such that money will be advanced against anticipated State monies.

Respectfully Submitted,  
James E. Hewitt, Ph.D.

RESOLUTION TO AUTHORIZE THE ESTABLISHMENT  
OF A PUBLIC SCHOOL ACADEMY

Sobriety High\*

WHEREAS, the Michigan Legislature has provided for the establishment of public school academies as part of the Michigan public school system by enacting Act No. 362 of the Public Acts of 1993 and Act No. 416 of the Public Acts of 1994; and

WHEREAS, Act No. 416 of the Public Acts of 1994 is now in effect; and

WHEREAS, According to this legislation, the Saginaw Valley State University Board of Control, as the governing body of a state public university, is an authorizing body empowered to issue contracts to organize and operate public school academies; and

WHEREAS, The Michigan legislature has mandated that public school academy contracts be issued on a competitive basis taking into consideration the resources available for the proposed public school academy, the population to be served by the proposed public school academy; and the educational goals to be achieved by the proposed public school academy; and

WHEREAS, The Michigan legislature has mandated that public school academies organized under Act No. 416 of the Public Acts of 1994 achieve certain specific educational purposes; and

WHEREAS, The Saginaw Valley State University Board of Control having received an application for organizing the proposed Sobriety High as a public school academy and having reviewed the application according to the provisions set forth by the Michigan Legislature;

NOW, THEREFORE, BE IT RESOLVED, That the Saginaw Valley State University Board of Control declares, subject to the conditions set forth below, that:

1. It will issue a contract to organize and operate the Sobriety High as a public school academy upon the application submitted under Section 512 of 1994 PA 416.
2. It approves the following members of the Board of Directors of Sobriety High

Christine C. Baker  
Director, Family and Community Services  
Director, Child Development Services of Ottawa County

Orel Callahan  
Director, AMOSAA

Mark A. Feyen  
Ottawa County Judge of Probate

Roger Zeh  
Director, Junior Achievement

Sally Zeh  
Director, NOCH-Chemical Dependency Clinic

Jerry L. Cade  
Director, Sheldon Pines School  
Supervisor, Juvenile Services Center Education Program

Virginia M. Ramos  
Clinical Supervisor, PACE, Inc.

RESOLVED FURTHER, That all members of the Board of Directors of Sobriety High must file an acceptance of office with Saginaw Valley State University, and must take the oath of office required by 1994 PA 416;

RESOLVED FURTHER, That the Articles of Incorporation of the Sobriety High in the form previously submitted to this Board of Control are approved, and shall be adopted and filed in accordance with law in substantially that form.

3. Conditions

The effectiveness or the continued effectiveness of this Resolution are subject to these conditions:

- a. An opinion of University legal counsel to the effect that contract documents have been agreed upon which are consistent with the purpose of the public school academies statutes; that when executed, contract documents will be binding on both parties in accordance with their tenor; and that in the opinion of University counsel, adequate provisions are included to immunize or indemnify the University, its directors, officers, employees and agents to the extent that prudence and reasonable business practice would require from all claims of liability arising from the University's contractual relationship with the public school academy or the operation of the public school academy;
- b. An opinion of professional staff of the University to the effect that the contract documents, the proposed plan of operation, and the methods for holding the public school academy accountable for educational outcomes are consistent with the Policy Statement on Public School Academies adopted by the University Board on November 14 1994 and subsequently amended, unless in the case of departures from such Policy Statement, if any, the staff recommends that each such departure be agreed to, and state reason in support.

- c. An opinion of the professional staff of the University that the applicant meets all of the financial, personnel and facility requirements necessary to open and operate an effective Public School Academy.
  - d. This Resolution and any contract entered into under it shall be null and void if Sobriety High is not in operation by September 1996.
4. Upon receipt by the University Board of the opinions mentioned in 3 (a) and (b) above and subject to 3 (c) above, the Chair of the Board of Control of Saginaw Valley State University may execute a public school academy contract and related documents between Sobriety High (a public school academy) and the Saginaw Valley State University Board of Control (authorizing body).

\*Sobriety High is proposal title only. Actual name to be determined at a later date.



## CHARTER APPLICATION SUMMARY DATA

Title: Sobriety High\*

Grade Level: 9-12 Approximate Enrollment: 50

Location: Grand Haven, Michigan

Contact Applicant: James L. Dean

532 Monroe Avenue, Grand Haven, Michigan 49417

### MISSION

The mission of Sobriety High is to provide students, especially those in recovery from chemical dependency, with a quality education in a safe and sober environment designed to facilitate abstinence and enhance recovery.

### BRIEF DESCRIPTION OF PROGRAM

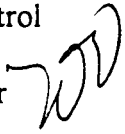
The proposed public school academy is intended to reverse the trend of high school age students who upon leaving substance abuse treatment frequently return to their former school and quickly relapse into their old habits. The result is high failure and drop-out rates and a return to drug and alcohol abuse. Sobriety High operates from the premise that small classes, a longer school day, and a longer school year together with continued therapy and counseling will improve the prognosis for all students to finish high school.

\*Sobriety High is proposal title only. Actual name to be determined at a later date.

Estimated State Aid Revenue: \$281,900.00

Estimated SVSU Revenue: \$8,457.00

TO: Eric Gilbertson, President and  
Board of Control

FROM: Wayne Vasher 

DATE: February 22, 1996

RE: **PROGRAM REVIEWER**

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Mr. William Ignatowski has 25 years of experience as a high school and middle school teacher, counselor, and administrator. He has conducted several staff development and parent education sessions on the "quality" movement in public education. He holds both a Bachelors and a Masters Degree from Michigan State University. Mr. Ignatowski welcomed the opportunity to review the Sobriety High program and its directors.

# Third Party Evaluation of "Sobriety High"

## A proposed Charter School

### Grand Haven, Michigan

#### **Overview of Visitation:**

On Thursday, February 15, 1996, a visitation was made to Grand Haven, Michigan, to interview the proponents of a Charter Academy named (tentatively) Sobriety High. The interviewer arrived at 10:30 AM and departed at 1:30 PM after interviewing the following people: James Dean, Teaching Director, Mark Feyen, Probate Judge, Orel Callahan, Board Member, Sally Zeh, Board Member, Chris Baker, Board Member, Gail Kowalski, Realtor, Mike Wilson, parent, and Maria Trevino, student. We met at the community hospital, and the participants were very friendly and most cooperative and forthright in their conversation. The following criteria was reviewed and examined during the interview:

- ***Does the charter school serve a need or address a problem not presently met by the local public schools?*** Most definitely. Public schools have little success with students who have chronic substance abuse problems, and in fact, public schools do their best to either suspend or expel those students.
- ***Are the mission and vision of the school consistent with current education practice and philosophy?*** The mission of creating a support high school for those students encountering chronic substance abuse appears to be supported by current research regarding the need for creating alternative school environments for "high risk" students. Alternative schools for high risk students have become an integral part of the educational mainstream. The goal of stimulating innovative teaching methods through the integration of curriculum is also very current with educational research.
- ***Are the education goals consistent with the mission and are they measurable?*** The educational goal of maintaining a drug-free student body is very consistent with their mission of providing a drug-free sober environment. Most of the their goals are easily measurable but the linchpin goal of maintaining a drug-free environment for students to learn is easily enforceable and verifiable.
- ***Are the principals in the charter school-teachers-director-board members cognizant and supportive of the mission and objectives of the school?*** The teachers of Sobriety High have not been hired, but the board members interviewed were most positive and extremely supportive of the school's mission to provide a safe, drug-free secure school environment.
- ***Does the budget reflect a sense of fairness and balance with the majority of dollars committed to the instructional program?*** The State average for personnel expenditures is between 85 to 90 percent of the total budget. Sobriety High has budgeted under 70 percent for personnel.

- ***Is the school building a comfortable and safe environment for children?*** The school building has not been selected. After talking with the realtor, there appears to be many sites available in the Grand Haven area
- ***Are the curricular goals comprehensive and appropriate for each grade level?*** The curricular goals appear to be comprehensive and appropriate for students in grades 9-12.
- ***Does the school calendar provide adequate time for staff development and parent conferences? Does the calendar provide for the minimum in instruction time and days?*** Sobriety High will offer its staff of three teachers professional development money each year, and with the flexibility of grading period breaks the staff will be able to utilize the period breaks for professional conferences. Parent conferencing appears to be built into the selection, instruction and counseling process of Sobriety High.
- ***Does the public school academy have a clear plan for recruiting, screening, and selecting staff?*** There appears to be a general description of needing a teacher with a sensitivity to students with chemical dependency or even a teacher in recovery, but a clear and precise screening and recruiting process appears not to be in place.
- ***Do the appointed board members represent a broad cross-section of citizens interested in public education?*** Yes. Four board members from different walks of life(counseling, law, education and administration)were present during the interview, and they were most committed to the idea of Sobriety High.
- ***Does the charter school have adequate funding to provide for the program and service until state monies become available?*** According to the application a commercial loan in the amount of \$70,000 will be secured pending revenues from the State of Michigan. To my knowledge, the staff and Board of Sobriety High have not contacted anyone to see about the possibility of securing provisional funding.

#### **Observations:**

- The task of planning a new high school by September, 1996, appears to be an enormous task. Is there enough time?
- Important instructional programming such as a therapist and education coordinator is dependent upon receiving grants independent of State Aid. What happens if that grant is not approved? After receiving the grant, does the grant renew itself each year?
- The transporting of the students may become a key component in the success of this academy. There is public, student and parent transportation, but a more concrete plan may be needed for those students with possible attendance problems. For example, volunteers could be used in those cases of reluctant students.

- A philosophy statement regarding discipline and student behavior may be useful for the general public and students. It appears the Board and Director of Sobriety High will use common sense and sound educational practices when disciplining students but an umbrella philosophy regarding behavior besides Chemical Dependency such as Quality Schools or Glasser's Control Theory may be beneficial.
- The present staff at Sobriety High feels very confident in the anticipated number of students who would qualified, but a pre-screening process and survey should take place immediately to obtain concrete numbers.
- Sobriety High will offer a support structure for substance abuse students during the day but what happens when the students return to their neighborhood environment in the evening? Programming and support into the evening needs to be emphasized.
- An on-site therapist and/or social worker is imperative to the success of Sobriety High. If other grants are not received, what happens to the counseling component?
- An outside educational consultant may be very helpful to Sobriety High as they establish the curriculum and policies of Sobriety High.
- Most subjects taught at Sobriety High will require multi-grade instruction, and the staff will need some inservicing in the skills of teaching different learning levels within the class.

### ***Conclusions and Recommendations:***

If any segment of our student population is deserving and needing an alternative school, it is the substance abuse student. Public schools have failed in meeting the needs of this student. The financial and human cost of substance abuse on our society is enormous. The early intervention of substance abuse by our youth could pay high dividends in the future for the students and our society.

This evaluator recommends that Saginaw Valley State University sponsor and endorse Sobriety High of Grand Haven as a charter school. The energy, commitment and dedication shown by the board members to the vision of Sobriety High is to be commended. Much needs to be done before Sobriety High can open, but the group of people assembled in Grand Haven are extremely capable and committed to their vision. The present board appears to reflect broad community support and with this support, this evaluator would expect Sobriety High to be successful.

Third Party Evaluator



William Ignatowski  
Educational Consultant  
February 20, 1996

RESOLUTION TO AUTHORIZE THE ESTABLISHMENT  
OF A PUBLIC SCHOOL ACADEMY

Michigan Health Academy

WHEREAS, the Michigan Legislature has provided for the establishment of public school academies as part of the Michigan public school system by enacting Act No. 362 of the Public Acts of 1993 and Act No. 416 of the Public Acts of 1994; and

WHEREAS, Act No. 416 of the Public Acts of 1994 is now in effect; and

WHEREAS, According to this legislation, the Saginaw Valley State University Board of Control, as the governing body of a state public university, is an authorizing body empowered to issue contracts to organize and operate public school academies; and

WHEREAS, The Michigan legislature has mandated that public school academy contracts be issued on a competitive basis taking into consideration the resources available for the proposed public school academy, the population to be served by the proposed public school academy; and the educational goals to be achieved by the proposed public school academy; and

WHEREAS, The Michigan legislature has mandated that public school academies organized under Act No. 416 of the Public Acts of 1994 achieve certain specific educational purposes; and

WHEREAS, The Saginaw Valley State University Board of Control having received an application for organizing the proposed Michigan Health Academy as a public school academy and having reviewed the application according to the provisions set forth by the Michigan Legislature;

NOW, THEREFORE, BE IT RESOLVED, That the Saginaw Valley State University Board of Control declares, subject to the conditions set forth below, that:

1. It will issue a contract to organize and operate the Michigan Health Academy as a public school academy upon the application submitted under Section 512 of 1994 PA 416.
2. It approves the following members of the Board of Directors of Michigan Health Academy

Monica Donofrio, Nursing Administration, Oakwood Healthcare System  
Stephen T. Falzone, Financial Consultant and Attorney  
Karen Gray, Human Resource Specialist, Henry Ford Wyandotte Hospital  
Arthur Hudson, Director, Community Focused Health Promotion Network  
Sharon L. Mena, Director of Human Resources, Riverside Osteopathic Hospital  
Robert Riney, Vice President for Human Resources, Henry Ford Wyandotte Hospital  
Dr. Donald F. Van Every, President, DV Consultants

RESOLVED FURTHER, That all members of the Board of Directors of Michigan Health Academy must file an acceptance of office with Saginaw Valley State University, and must take the oath of office required by 1994 PA 416;

RESOLVED FURTHER, That the Articles of Incorporation of the Michigan Health Academy in the form previously submitted to this Board of Control are approved, and shall be adopted and filed in accordance with law in substantially that form.

### Conditions

The effectiveness or the continued effectiveness of this Resolution are subject to these conditions:

- a. An opinion of University legal counsel to the effect that contract documents have been agreed upon which are consistent with the purpose of the public school academies statutes; that when executed, contract documents will be binding on both parties in accordance with their tenor; and that in the opinion of University counsel, adequate provisions are included to immunize or indemnify the University, its directors, officers, employees and agents to the extent that prudence and reasonable business practice would require from all claims of liability arising from the University's contractual relationship with the public school academy or the operation of the public school academy;
  - b. An opinion of professional staff of the University to the effect that the contract documents, the proposed plan of operation, and the methods for holding the public school academy accountable for educational outcomes are consistent with the Policy Statement on Public School Academies adopted by the University Board on November 14 1994 and subsequently amended, unless in the case of departures from such Policy Statement, if any, the staff recommends that each such departure be agreed to, and state reason in support.
  - c. An opinion of the professional staff of the University that the applicant meets all of the financial, personnel and facility requirements necessary to open and operate an effective Public School Academy.
  - d. This Resolution and any contract entered into under it shall be null and void if Michigan Health Academy is not in operation by September 1996.
4. Upon receipt by the University Board of the opinions mentioned in 3 (a) and (b) above and subject to 3 (c) above, the Chair of the Board of Control of Saginaw Valley State University may execute a public school academy contract and related documents between Michigan Health Academy (a public school academy) and the Saginaw Valley State University Board of Control (authorizing body).

## CHARTER APPLICATION SUMMARY DATA

Title: Michigan Health Academy

Grade Level: 11-12 Approximate Enrollment: 100 (200 in 1997-98)

Location: Southgate, Michigan

Contact Applicant: Dr. Don Van Every  
22404 Silver Creek Drive, Woodhaven, Michigan 48183

### MISSION

The Michigan Health Academy is designed to provide eleventh and twelfth grade high school students with training and academic and employability skills that will enable them to either be immediately employable in a branch of the health services field, or to gain advanced enrollment credit into more complex health preparation at the post-secondary level. The curriculum will concentrate on the mastery of academic subject matter that has been adapted to relate to the health field, as well as on both general and specific vocational training, including classroom instruction and interactive learning in a health care setting.

### BRIEF DESCRIPTION OF PROGRAM

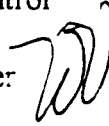
The Michigan Health Academy will provide both a general background to the total field of health care and specific job preparation for either immediate employment in a quality entry level position or advanced placement in a post-secondary training program. The fact that this academy will be located in the Downriver Detroit area and have the full support and assistance of two of the largest hospital complexes in the region, Henry Ford and Oakwood, and the two largest pharmacies in the area, Arbor Drugs and Rite-Aid Drugs, will assure that successful graduates will have ample employment opportunities.

Estimated State Aid Revenue: \$568,243.00

Estimated SVSU Revenue: \$17,047.00



TO: Eric Gilbertson, President and  
Board of Control

FROM: Wayne Vasher 

DATE: February 22, 1996

RE: **PROGRAM REVIEWER**

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Ms. Ann Bellar is a graduate of Saginaw Valley State University's College of Nursing. Ms. Bellar also holds an advanced degree in Nursing Education and is currently on the teaching staff of Madonna University in Detroit, Michigan. Ms. Bellar enthusiastically accepted the challenge to review the Michigan Health Academy's application and meet with its Board of Directors.

## Michigan Health Academy

To: Dr. Wayne Vasher, Director of School University Partnerships, SVSU

From: Ann Bellar

Re: Approval of Charter Application for the Downriver Health Care Academy

Date: February 16, 1996.

Dr. Vasher,

I have spent the last week reviewing the curriculum for the above charter and the application of the above charter. I have also had the opportunity to meet some of the key promoters of this charter and the consultant group charged with designing the curriculum for this charter. I will deliver my review in the following way. I will first give you my general impression of the resources available to promote and continue the charter. I will follow this by a point by point discussion of the items listed under application review, curriculum review, and SVSU criteria for authorization of a charter. I will add additional comments and close this review with concluding statements.

### **General Impression**

After meeting the key players in this process, I had the general impression that this was a group of people who were dedicated to this project and willing to put forth the needed work to carry it through to fruition. The group is diverse in that it represented people embedded and vested in the Downriver Community, experts in health care, an expert in secondary education, and qualified curricular people. The hospitals associated with this project have bought into this concept and are advertising the charter to their employees. The missing piece at this time, according to my perspective, is the lack of community college input. The curriculum group is in the initial stages of pursuing these relationships. The partnerships with the community colleges are to be firmed up once the curriculum is approved. This diverse group of individuals is proud of their project and eager to begin the next phase in the development of this charter.

### **Procedure for Reviewing the Application**

I will list the items deemed necessary for application approval under the three categories named Application Review, Curriculum, and SVSU Criteria for an Authorized Charter School. I will do this to demonstrate that a review of these items did occur. If I found these items sufficiently covered in the application I will make no comments after the item. I will only comment on those items under the three categories that were found somewhat deficient in the document or that became clearer to me upon meeting and interviewing the people.

#### **Application Review**

All items indicated in M.C. L. Section 502 (3). ( A ).

Documentation that students are presently inadequately served ...

A description of any unique or special educational or service features...

A description of the efforts to attract and meet the needs of diverse student body...

Job descriptions

A copy of the deed of conveyance or lease of the school building

#### **Budget**

Under the budget there were no direct allocations for audio-visual equipment and interactive computer software etc. Also missing was direct costing out of laboratory equipment. I suggested that the hospitals might be able to share and make available current A-V programs, modern equipment that the students will be using in their clinical rotations, and finally make expired supplies available to the practice labs. This would keep the costs of laboratory equipment reasonable and ensure that the equipment and A-V materials were up to date. I also suggested that this would be a way for the hospitals to reciprocate to the academy for educating people who were actually employable. I discussed this with one of the hospitals and this was deemed a reasonable request.

## **Advertisement**

The plans for advertisements are not totally in place. Although the people involved realize that they need to develop and implement these strategies in order to reach students and parents sometime in March. This time frame is deemed necessary for registration in the Academy for fall placement. I am enclosing the first advertisement of the Academy in a Downriver publication that has a circulation volume of 550,000 people. The hospitals have notified employees of the existence of the Academy for their children and there are other plans for advertising on the radio and through other publications.

## **Copies of documents to obtain certifications...**

The curriculum group is aware of these certifications. Currently in other programs they administer, students achieve these certificates. Achieving appropriate certificates is listed as an expected outcome of this curriculum. To date, this process has not been initiated. This process will be initiated at the appropriate time.

## **Curriculum Review**

### **Sequenced**

This curriculum is not sequenced as of yet, but in discussing this with the curriculum group, they are well aware of this and this is the next objective to be achieved. I suggested that they need to have well developed course descriptions, course objectives, level objectives, and built in formative and summative evaluations. The courses deemed to be the ones that will articulate with the community colleges need to be matched to the course descriptions, texts etc., used by these colleges so that articulation agreements can be reached.

Sufficient duration...

Utilizes computers...

Positive work habits

Develops math, science, communications...

Prepares student for initial entry into health care

### **Provides foundation for advanced study**

This outcome mandates proper sequencing of the curriculum and proper building of complexity into the curriculum. Articulation agreements would add credence to this expected outcome. This is what ultimately makes this academy unique. The people designing this curriculum are well aware of this and state they will accomplish this. They are using a ten week system of courses to copy the community college system in the area. This is in an effort to correctly match class hours.

Decision making, critical thinking etc.

Encourages teamwork

### **Test taking, study habits**

This was not specifically addressed in the curriculum but when asked how they planned to do this they said through computer programs and the use of modules to teach study skills. They also have a person on staff who is qualified to teach these necessary skills.

Supportive content

Variety of instructional methods

Coordinates activities with health care facilities

Reinforces and expands basic skills

### **Articulated with post secondary colleges**

See comments above.

### **Possess current media**

See comments above.

## **SVSU Criteria for an Authorized Charter School**

Serve a need

### **Goals consistent with mission**

Most of the goals are stated to reflect obtaining an entry level job in the health care arena. I suggested that they look at the other part of the mission statement -

foundation for post secondary education with advanced placement - and articulate it clearly throughout the curriculum and show progress towards this in their finished curriculum.

**Are team members, board members cognizant of and supportive of the mission**

The members of the board that I met and the community people that I met are committed to both goals of the mission statement.

**Budget reflect instruction and student interests**

I am not a budget expert, but it appeared to me that approximately 70 % of the budget was devoted to instruction and the student.

**Comfortable and safe environment**

The physical plant will provide a safe and adequate environment for didactic instruction, personal instruction, computer instruction, and laboratory instruction. This will be a closed campus so a food service will be provided. A day care facility is also currently at this site and day care for single parents may be a possibility at this site.

**Curricular goals comprehensive for grade level**

Appropriate leveling of the curriculum needs to occur. I am confident that this will be achieved after talking with the curriculum group.

**Recruiting**

See marketing strategies discussed above.

**Staff Development and parent conferences**

This is covered in the application but an additional point was discussed today that demonstrated to me the flexibility of the group. They know parental involvement through conferences etc. is important and they will schedule hours convenient to the parents, not to the system.

### **Selecting staff, recruiting staff, screening staff**

Currently job descriptions have been developed but recruiting processes are not in place. The group communicated that this will become a priority once the application is approved.

Composition of the board

### **Funding**

Funding is partially there in the form of a fifty thousand dollar jobs grant. The group is experienced in grant writing and they have already identified avenues for additional funds for start up. This group is somewhat familiar with borrowing money from banks to cover start up fees as state money will not be available until a class is fielded.

### **Additional Content Covered**

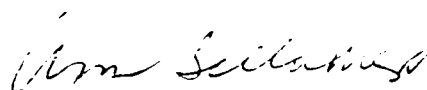
The general issues I brought up that are not covered in the application but need to be considered were the following: tracking students with the types of files required for a clinical program; health exams and immunizations- hospital representatives later at lunch said they could cover this; what to do with students who need to step out of this program; and the necessity for remediation programs in place in the fall as students are chosen not on ability but by lottery if the school has more applicants than it needs. The group was receptive to this and plans will be developed to address these issues.

### **Concluding Remarks**

I believe this to be an initiative with good community support. I believe that the group spearheading this is expert enough to carry it through to fruition. Many of the items not well delineated as of yet will be addressed if the application for charter is approved. I support the approval of the application of this charter and look forward to seeing this become an established method of education in the Downriver Community. I thank you for the opportunity to be involved in this educational endeavor.

Sincerely,

Ann Bellar MSN



RESOLUTION TO AUTHORIZE THE ESTABLISHMENT  
OF A PUBLIC SCHOOL ACADEMY

Sunrise Educational Center

WHEREAS, the Michigan Legislature has provided for the establishment of public school academies as part of the Michigan public school system by enacting Act No. 362 of the Public Acts of 1993 and Act No. 416 of the Public Acts of 1994; and

WHEREAS, Act No. 416 of the Public Acts of 1994 is now in effect; and

WHEREAS, According to this legislation, the Saginaw Valley State University Board of Control, as the governing body of a state public university, is an authorizing body empowered to issue contracts to organize and operate public school academies; and

WHEREAS, The Michigan legislature has mandated that public school academy contracts be issued on a competitive basis taking into consideration the resources available for the proposed public school academy, the population to be served by the proposed public school academy; and the educational goals to be achieved by the proposed public school academy; and

WHEREAS, The Michigan legislature has mandated that public school academies organized under Act No. 416 of the Public Acts of 1994 achieve certain specific educational purposes; and

WHEREAS, The Saginaw Valley State University Board of Control having received an application for organizing the proposed Sunrise Educational Center as a public school academy and having reviewed the application according to the provisions set forth by the Michigan Legislature;

NOW, THEREFORE, BE IT RESOLVED, That the Saginaw Valley State University Board of Control declares, subject to the conditions set forth below, that:

1. It will issue a contract to organize and operate the Sunrise Educational Center as a public school academy upon the application submitted under Section 512 of 1994 PA 416.
2. It approves the following members of the Board of Directors of Sunrise Educational Center

Ernest W. Jordan, Retired Educator  
Joseph P. Bettega, Investment Representative  
Kay Johnson, Child Care Operator  
Eugene R. Evans, Contractor  
Linda Allen, Elementary Teacher  
Ben Harris, Businessman



RESOLVED FURTHER, That all members of the Board of Directors of Sunrise Educational Center must file an acceptance of office with Saginaw Valley State University, and must take the oath of office required by 1994 PA 416;

RESOLVED FURTHER, That the Articles of Incorporation of the Sunrise Educational Center in the form previously submitted to this Board of Control are approved, and shall be adopted and filed in accordance with law in substantially that form.

### 3. Conditions

The effectiveness or the continued effectiveness of this Resolution are subject to these conditions:

- a. An opinion of University legal counsel to the effect that contract documents have been agreed upon which are consistent with the purpose of the public school academies statutes; that when executed, contract documents will be binding on both parties in accordance with their tenor; and that in the opinion of University counsel, adequate provisions are included to immunize or indemnify the University, its directors, officers, employees and agents to the extent that prudence and reasonable business practice would require from all claims of liability arising from the University's contractual relationship with the public school academy or the operation of the public school academy;
  - b. An opinion of professional staff of the University to the effect that the contract documents, the proposed plan of operation, and the methods for holding the public school academy accountable for educational outcomes are consistent with the Policy Statement on Public School Academies adopted by the University Board on November 14 1994 and subsequently amended, unless in the case of departures from such Policy Statement, if any, the staff recommends that each such departure be agreed to, and state reason in support.
  - c. An opinion of the professional staff of the University that the applicant meets all of the financial, personnel and facility requirements necessary to open and operate an effective Public School Academy.
  - d. This Resolution and any contract entered into under it shall be null and void if Sunrise Educational Center is not in operation by September 1996.
4. Upon receipt by the University Board of the opinions mentioned in 3 (a) and (b) above and subject to 3 (c) above, the Chair of the Board of Control of Saginaw Valley State University may execute a public school academy contract and related documents between Sunrise Educational Center (a public school academy) and the Saginaw Valley State University Board of Control (authorizing body).

## CHARTER APPLICATION SUMMARY DATA

Title: Sunrise Educational CenterGrade Level: K-6 Approximate Enrollment: 50Location: Tawas City, MichiganContact Applicant: Claudia R. King135 Manor Drive, Tawas City, Michigan 48763

### MISSION

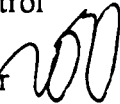
The mission of Sunrise Educational Center is to provide a safe and positive learning environment in which students can maximize their academic, socioemotional, and physical potential. This learning process will instill in our students a positive self-image so that they can become sensitive, healthy individuals and responsible citizens.

### BRIEF DESCRIPTION OF PROGRAM

Co-founded by three Tawas Area teachers. The Sunrise Educational Center will provide kindergarten through the sixth grade experience in a small setting with a very low class size. The program would emphasize the Michigan core curriculum and strong parental involvement. All classes will be under 20 students. Thematic learning will be stressed in both social studies and science.

Estimated State Aid Revenue: \$250,000.00Estimated SVSU Revenue: \$7,500.00

TO: Eric Gilbertson, President and  
Board of Control

FROM: Wayne Vasher 

DATE: February 22, 1996

RE: **PROGRAM REVIEWER**

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Ms. Sue Hayward May has served as Director of Instruction for the Midland Intermediate School District for the past ten years. Her background includes a Bachelor's and Master's of Arts Degrees from the University of Michigan and several years of teaching experience with a concentration of teaching and consulting work in gifted education programs. She is recognized state-wide as a competent speaker and education leader in such areas as Total Quality Management, School Improvement, and Teacher Mentoring.

## **INDEPENDENT REVIEW**

**Applicant:** Sunrise Educational Center

**Address:** 135 Manor Drive  
Tawas City, Michigan 48763

**Contact:** Claudia King  
135 Manor Drive  
Tawas City, Michigan 48763  
(517)362-8358

**Reviewer:** Sue H. May  
5607 Woodberry Court  
Midland, Michigan 48640  
(517)839-0660  
Soc. Sec.: 374-56-1168

### **OVERVIEW**

The Sunrise Educational Center has applied for charter status through Saginaw Valley State University. An independent review was commissioned to help determine the potential for success for the proposed academy school. The review followed the recommended criteria for an Authorized Charter School developed by Dr. Wayne Vasher from Saginaw Valley State University. The reviewer utilized both the Saginaw Valley State University Charter School Application and interviews with the major principals associated with the proposed academy in arriving at an opinion. It should be noted that the following opinion is just that, an opinion, and is not to be construed to be the sole criteria in arriving at a decision as to whether or not a charter should be granted by Saginaw Valley State University or any authorizing body.

The questions used in formulating this reviewer's opinion were based on the following twelve (12) criteria items provided by Saginaw Valley State University:

1. Does the charter school serve a need or address a problem not presently met by the local public schools?
2. Are the mission and vision of the school consistent with current educational practice and philosophy?
3. Are the educational goals consistent with the mission and are they measurable?
4. Are all principals in the charter school--teachers--director--board member cognizant and supportive of the mission and objectives of the school?
5. Does the budget reflect a sense of fairness and balance with the

- majority of dollars committed to the instructional program?
6. Is the school building a comfortable and safe environment for children?
  7. Are the curricular goals comprehensive and appropriate for each grade level?
  8. Is there a well-designed plan for recruiting students?
  9. Does the school calendar provide adequate time for staff development and parent conferences? Does the calendar provide for the minimum in instructional time and days?
  10. Does the public school academy have a clear plan for recruiting, screening, and selecting staff?
  11. Do the appointed board members represent a broad cross-section of citizens interested in public education?
  12. Does the charter school have adequate funding to provide for the program and services until state monies become available?

The Independent Review provides the authorizing body a process which includes a review of the academy's application and interviews with the major principals. A summary of the findings for each of the twelve (12) criteria, as well as a rating system is included. The interviews for the Sunrise Educational Center occurred on February 19, 1996 at the home of Julie Bather, teacher and co-founder. The following individuals were interviewed:

- Claudia R. King, Teacher and Co-Founder
- Julie A. Bather, Teacher and Co-Founder
- Joe Colombo, Teacher and Co-Founder
- Ernest Jordan, Board of Directors

The questions asked covered the twelve (12) criteria. The interview process took approximately two hours.

### **SUMMARY OF AUTHORIZED CHARTER SCHOOL CRITERIA**

- 1. Does the charter school serve a need or address a problem not presently met by the local public schools?**

The Sunrise Educational Center identified in its application the need for smaller class sizes, varied curriculum, numerous teaching and assessment methods, and individualized learning. During the interview, the same needs were identified by all. The Board member interviewed was not familiar with how this school would be different than other schools in the area. No contact has been made with local school districts to discuss such needs. No other academy or alternative schools are in the area at this time.

**2. Are the mission and vision of the school consistent with current educational practice and philosophy?**

The mission of the Sunrise Educational Center centers on providing a safe and positive learning environment in which students can maximize their academic, socioemotional, and physical potential. During the interview the three co-founders expanded on their vision and ideas for the school. The Board member was not aware of the vision or mission of the school. After discussion, he agreed and supported their ideas. Their ideas regarding their mission for students and the design of their program is consistent with current educational practices.

**3. Are the educational goals consistent with the mission and are they measurable?**

The Sunrise Educational Center has addressed their educational goals for students in broad terms. The broad-based goals reflect the Center's general beliefs regarding the maximizing academic, socioemotional, and physical potential of students. The broad goals stress the content areas of: Language Arts, Science, Mathematics, Social Studies, Technology, Life and Personal Management Skills, Physical Education/Health, Fine Arts, and Foreign Languages. As a whole, the goals are measurable. However the assessment of these goals were not identified except in general terms, i.e. portfolios, teacher-made tests, teacher observation, etc. It is the reviewers recommendation that specific measures of assessments for the goals be determined. This will help the Center measure the specific areas indicated and make adjustments where necessary.

**4. Are all principals in the charter school—teachers—director—board member cognizant and supportive of the mission and objectives of the school?**

A review of the application and interviews with the three co-founders indicate a common set of beliefs about education and the teaching and learning process. The program design aligns with those beliefs. The Board member interviewed had very little previous knowledge of the purpose, objectives, or design of the program except for his knowledge of the application submitted to Saginaw Valley State University. It is the reviewers recommendation that the members of the Board of Directors need to be apprised and informed of these area in order to support and assist in the efficient operation of the program.

**5. Does the budget reflect a sense of fairness and balance with the majority of dollars committed to the instructional program?**

The budget in the application reflects use of funds primarily (70%) for staff and their support - a situation not uncommon in other public school systems. A minimal amount - \$6,000. - is earmarked for materials to support instruction. During the interview, an amended budget indicated funds for program rely heavily on grants and

loans applied for by the charter applicants. If the grants are not obtained, changes will be needed to adequately fund the program outlined.

**6. Is the school building a comfortable and safe environment for children?**

No facility has been identified to date.

**7. Are the curricular goals comprehensive and appropriate for each grade level?**

Curriculum goals are stated in broad terms and are academically focused. The program designed is consistent with the goals for both the program and the students. Grade level objectives have not been identified. Discussion during the interview indicated that grade level objectives would be aligned with state assessments, the themes developed for each year, and instructional materials identified. The co-founders have done extensive investigation of materials and are looking at Macmillan Science Kits for science and several basal texts to use as a base for social studies. They are considering the SRA individualized program for Reading. It is the recommendation of this reviewer that the grade level objectives, appropriate assessments, and materials to support the objectives be identified before the recruitment of students takes place.

**8. Is there a well-designed plan for recruiting students?**

The Sunrise Educational Center hopes to enroll a minimum of 50 students to start. It is the opinion of this reviewer that this number may be high unless an avid marketing plan is designed and followed. At this time no written plan for marketing is available. The principals indicated that students will be recruited by word of mouth, open houses, and advertisements. Methods for selection and placement are included in the application as well as a plan for a lottery should more students apply for limited space.

Three teachers have been identified for this Center. At this time, no plans are in place if small enrollment occurs. Indications in the interview were that all teachers would remain with lower salaries.

**9. Does the school calendar provide adequate time for staff development and parent conferences? Does the calendar provide for the minimum in instructional time and days?**

The school calendar aligns with that of the other public school districts in the area. Days for professional development of staff and parent conferences are included. 5 1/2 hours per day for 182.5 days are included for the 1995-96 school year. The proposed calendar does comply with the minimum days of instruction, as well as the necessary number of hours - 182 days and 1,095 hours of instruction.

**10. Does the public school academy have a clear plan for recruiting, screening, and selecting staff?**

At this time the three co-founders of the Center plan to serve as teachers in the school and share administrative duties with one of them designated as official principal for the school. Resumes were included in the application. According to their 5-year plan, an administrator will be hired in year 4 if student enrollment warrants it. At this time, no criteria, qualifications, or selection process is in place for staff positions. No plan is in place at this time for the recruitment and selection of instructional staff beyond these three.

A school secretary and paraprofessional are also identified in the application. They plan to have a paraprofessional for each of the classrooms in the school. No criteria or selection process was identified for these positions.

It is the recommendation of this reviewer that a formal, written plan for all staff be developed..

**11. Do the appointed board members represent a broad cross-section of citizens interested in public education?**

Six of the seven members of the Board of Directors are named in the application. They are as follows:

- Ernest Jordan - Retired teacher, school administrator
- Joseph Bettega - Investment representative
- Kay Johnson - Childcare Operator, Bookkeeper, Tax Return Preparer
- Eugene Evans - Contractor
- Linda Allen - Elementary Teacher, Special Education
- Ben Harris - Business owner

The seventh will be a parent selected after student enrollment is held. Criteria and qualifications for Board members were not outlined in the application. Discussion with the co-founders indicated that Board members were selected who had similar educational beliefs.

**12. Does the charter school have adequate funding to provide for the program and services until state monies become available?**

The budget and plan for start-up funding relies on a \$25,000. grant and loans which have been applied for from the Michigan Partnership for New Education. This Partnership is providing grant dollars for this specific purpose. No other dollars have been secured. It is advised that investigation occur for additional start-up dollars in case the grant monies do not become available.



## RECOMMENDATION

This Reviewer recommends the chartering of this proposed academy providing the principals adhere to their stated objectives and administrative assistance is given.

James L. May  
2/25/94

## RESOLUTION TO AUTHORIZE THE ESTABLISHMENT OF A PUBLIC SCHOOL ACADEMY

The Creative Learning Academy of Science, Mathematics, and Humanities

WHEREAS, the Michigan Legislature has provided for the establishment of public school academies as part of the Michigan public school system by enacting Act No. 362 of the Public Acts of 1993 and Act No. 416 of the Public Acts of 1994; and

WHEREAS, Act No. 416 of the Public Acts of 1994 is now in effect; and

WHEREAS, According to this legislation, the Saginaw Valley State University Board of Control, as the governing body of a state public university, is an authorizing body empowered to issue contracts to organize and operate public school academies; and

WHEREAS, The Michigan legislature has mandated that public school academy contracts be issued on a competitive basis taking into consideration the resources available for the proposed public school academy, the population to be served by the proposed public school academy; and the educational goals to be achieved by the proposed public school academy; and

WHEREAS, The Michigan legislature has mandated that public school academies organized under Act No. 416 of the Public Acts of 1994 achieve certain specific educational purposes; and

WHEREAS, The Saginaw Valley State University Board of Control having received an application for organizing the proposed The Creative Learning Academy of Science, Mathematics, and Humanities as a public school academy and having reviewed the application according to the provisions set forth by the Michigan Legislature;

NOW, THEREFORE, BE IT RESOLVED, That the Saginaw Valley State University Board of Control declares, subject to the conditions set forth below, that:

1. It will issue a contract to organize and operate the The Creative Learning Academy of Science, Mathematics, and Humanities as a public school academy upon the application submitted under Section 512 of 1994 PA 416.
2. It approves the following members of the Board of Directors of The Creative Learning Academy of Science, Mathematics, and Humanities

David Colby, President of Innovative Log Homes  
Ella Mae McDougall, Special Education Teacher  
Carol M. McGeorge, Homemaker and Mother  
Laurie Shooltz, Graphic Design Student at CMU  
Bill Poyer, Realtor for Coldwell Bankers in Midland

RESOLVED FURTHER, That all members of the Board of Directors of The Creative Learning Academy of Science, Mathematics, and Humanities must file an acceptance of office with Saginaw Valley State University, and must take the oath of office required by 1994 PA 416;

RESOLVED FURTHER, That the Articles of Incorporation of the The Creative Learning Academy of Science, Mathematics, and Humanities in the form previously submitted to this Board of Control are approved, and shall be adopted and filed in accordance with law in substantially that form.

### 3. Conditions

The effectiveness or the continued effectiveness of this Resolution are subject to these conditions:

- a. An opinion of University legal counsel to the effect that contract documents have been agreed upon which are consistent with the purpose of the public school academies statutes; that when executed, contract documents will be binding on both parties in accordance with their tenor; and that in the opinion of University counsel, adequate provisions are included to immunize or indemnify the University, its directors, officers, employees and agents to the extent that prudence and reasonable business practice would require from all claims of liability arising from the University's contractual relationship with the public school academy or the operation of the public school academy;
  - b. An opinion of professional staff of the University to the effect that the contract documents, the proposed plan of operation, and the methods for holding the public school academy accountable for educational outcomes are consistent with the Policy Statement on Public School Academies adopted by the University Board on November 14 1994 and subsequently amended, unless in the case of departures from such Policy Statement, if any, the staff recommends that each such departure be agreed to, and state reason in support.
  - c. An opinion of the professional staff of the University that the applicant meets all of the financial, personnel and facility requirements necessary to open and operate an effective Public School Academy.
  - d. This Resolution and any contract entered into under it shall be null and void if The Creative Learning Academy of Science, Mathematics, and Humanities is not in operation by September 1996.
4. Upon receipt by the University Board of the opinions mentioned in 3 (a) and (b) above and subject to 3 (c) above, the Chair of the Board of Control of Saginaw Valley State University may execute a public school academy contract and related documents between The Creative Learning Academy of Science, Mathematics, and Humanities (a public school academy) and the Saginaw Valley State University Board of Control (authorizing body).

## CHARTER APPLICATION SUMMARY DATA

Title: The Creative Learning Academy of Science, Mathematics, and Humanities

Grade Level: K-6 Approximate Enrollment: 42

Location: Beaverton, Michigan

Contact Applicant: Connie McClure

5393 S. M-30, Beaverton, Michigan 48612

### MISSION

The Creative Learning Academy of Science, Mathematics and Humanities will prepare student thoroughly for the next level of education while providing the skills necessary for life-long learning and supplying the individualized help and attention they need to become leaders in their community, the nations, and the world.

### BRIEF DESCRIPTION OF PROGRAM

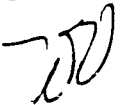
The co-founders of the Creative Learning Academy are both certified teachers enthusiastically committed to an elementary program with strong parental input, small classes, and rich fundamental program in the traditional core subjects with heavy emphasis on language arts. Their intent is to add a seventh and eighth grade to their school as enrollment increases.

Estimated State Aid Revenue: \$176,400.00

Estimated SVSU Revenue: \$5,292.00

**MEMO**

TO: Eric Gilbertson, President and  
Board of Control

FROM: Wayne Vasher 

DATE: February 22, 1996

RE: **PROGRAM REVIEWER**

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Mr. Bart Jenniches is currently the Director of Instruction and Assistant Superintendent for Saginaw Intermediate School District. He holds a Bachelor's from the University of Michigan with a Master's from Eastern Michigan University. Throughout his 23 year career, he has served as teacher, principal, and superintendent of several Michigan schools. He is a certified trainer in Total Quality Management as well as a certified Curriculum Management auditor.

## **INDEPENDENT REVIEW**

**Applicant:** The Creative Learning Academy of Science, Mathematics,  
and Humanities (Grades K-6)

**Address:** 5393 S. M-30  
Beaverton, Michigan 48612  
(517)435-2849

**Contact:** Connie McClure  
5393 S. M-30  
Beaverton, Michigan 48612  
(517)435-2849

**Reviewer:** Bart K. Jenniches  
709 Meadow Lane  
Frankenmuth, Michigan 48734  
(517)652-6177  
Soc. Sec.: 383-54-3730

### **OVERVIEW**

The Creative Learning Academy of Science, Mathematics, and Humanities (C.L.A.) has applied for charter status through Saginaw Valley State University. An independent review was commissioned to help determine the potential for success for the proposed academy. The review followed the recommended criteria for an Authorized Charter School developed by Dr. Wayne Vasher from Saginaw Valley State University. The reviewer utilized both the Saginaw Valley State University Charter School Application and interviews with the major principals associated with the proposed academy in arriving at an opinion. It should be noted that the following opinion is just that, an opinion, and is not to be construed to be the sole criteria in arriving at a decision as to whether or not a charter should be granted by Saginaw Valley State University or any authorizing body.

The questions used in formulating this reviewer's opinion was based on the following twelve (12) criteria items provided by Saginaw Valley State University:

1. Does the charter school serve a need or address a problem not presently met by the local public schools?
2. Are the mission and vision of the school consistent with current educational practice and philosophy?
3. Are the educational goals consistent with the mission and are they measurable?
4. Are all principals in the charter school--teachers--director--board

- member cognizant and supportive of the mission and objectives of the school?
5. Does the budget reflect a sense of fairness and balance with the majority of dollars committed to the instructional program?
  6. Is the school building a comfortable and safe environment for children?
  7. Are the curricular goals comprehensive and appropriate for each grade level?
  8. Is there a well-designed plan for recruiting students?
  9. Does the school calendar provide adequate time for staff development and parent conferences? Does the calendar provide for the minimum in instructional time and days?
  10. Does the public school academy have a clear plan for recruiting, screening, and selecting staff?
  11. Do the appointed board members represent a broad cross-section of citizens interested in public education?
  12. Does the charter school have adequate funding to provide for the program and services until state monies become available?

The Independent Review provides the authorizing body a process which includes a review of the academy's application and interviews with the major principals. A summary of the findings for each of the twelve (12) criteria, as well as a rating system is included. The interviews for the Creative Learning Academy of Science, Mathematics, and Humanities occurred on February 21, 1996 at the home of Connie McClure, teacher and co-founder. The following individuals were interviewed:

- Connie McClure, Teacher and Co-Founder
- Regina Cashen, Teacher, Administrator, and Co-Founder
- David Colby, Board of Directors
- Carol McGeorge, Board of Directors
- Bill Poyer, Board of Directors

The questions asked covered the twelve (12) criteria. The interview process took approximately three hours.

### **SUMMARY OF AUTHORIZED CHARTER SCHOOL CRITERIA**

1. **Does the charter school serve a need or address a problem not presently met by the local public schools?**

The Creative Learning Academy identified in its application the need for smaller class sizes, individualized learning approaches, "real-life" content applications, and a family-like atmosphere. The reviewer did find a need for an alternative program. The

Beaverton Public School system currently is experiencing a problem with overcrowding. Plans are underway to begin building a new high school to help alleviate this problem. Secondly, there are no other private or alternative schools within a twenty-mile radius. The current public school system provides a traditional educational system unlike the proposed academy. During the interviews, it was noted that the co-founders did speak to the Superintendent, Thomas Randle, of the Beaverton Rural School District. It was indicated that he was supportive of this venture, in fact, hoping it would help with the change he was trying to instill in his district.

**2. Are the mission and vision of the school consistent with current educational practice and philosophy?**

The mission of the Creative Learning Academy centers on preparing students for life-long learning. The interviews indicated all principals understood what life-long learning was - how to acquire information to make decisions. The academy school has designed the content of learnings to include research skills, critical thinking, and problem solving. The application of the content to real-life situations should enhance their mission. The concept of life-long learning is consistent with current educational practices and is apparent in many school district mission statements.

**3. Are the educational goals consistent with the mission and are they measurable?**

The Academy has addressed their educational goals in broad terms, as well as, content specific. The broad term goals reflect the academy's general beliefs of "valuing" education which is in line with the life-long learning concept. The seven (7) broad goals are also connected with the various content goals the Academy addresses: Language Arts, Science, Math, Social Studies, Physical Education/Health, Arts, and Languages. As a whole, the goals are measurable. However the assessment of these goals were not identified except in general terms, i.e. portfolios, tests, assessment games, etc. It is the reviewers recommendation that specific measures of assessments for the broad-based goals be determined. This will help the Academy measure the specific areas indicated and make adjustments where necessary.

**4. Are all principals in the charter school—teachers—director—board member cognizant and supportive of the mission and objectives of the school?**

The five individuals interviewed expressed the same philosophical beliefs in the running of the school. They all indicated the need for an alternative program in the area - not because of the "poor" quality of education available, but rather the belief that there is a room for both the traditional educational system and their alternative program. Their belief in hands-on education, small class sized, and relevant thematic instruction surfaced throughout the various interviews. It should be noted that this reviewer interviewed each



of the principals at separate times as well as together. This is an important factor because all expressed a similar belief in what education should look like.

**5. Does the budget reflect a sense of fairness and balance with the majority of dollars committed to the instructional program?**

The application contained a very thorough budget. Estimates in revenues and expenditures were within the scope of the project and reflected the academy's educational goals. The projected expenditures allocated approximately 60% for salaries and benefits with the remainder for start-up costs including necessary teaching supplies and materials. The Academy also provided information on cash flow projections on a monthly basis for the first year of the project, as well as projected revenues and expenditures for a five year period.

**6. Is the school building a comfortable and safe environment for children?**

The reviewer did get an opportunity to review the proposed structure. The location of the school is scheduled to be in a facility located in Beaverton Plaza on M-18 in Beaverton, Michigan. The building is approximately 3,000 square feet. The owners have indicated they will help with the renovations needed to comply with various codes. The physical plant is one level and its internal structure is roughed in. The design of the proposed 4 classrooms would be suitable for 40-50 students, grades K-6. Should the enrollment exceed the above number, it would be the opinion of this reviewer that expansion would be necessary. Finally, the realtor of the property is also on the Board of Directors and would be invaluable in helping to assure the facility would meet specific legal requirements.

**7. Are the curricular goals comprehensive and appropriate for each grade level?**

The principals of the Academy have indicated that they will be following the Model Core Curriculum outlined through the Michigan Department of Education. The application identifies specific content areas aligned with the state's model. The thoroughness of this proposed curriculum indicates the knowledge that the co-founders have in the appropriate grade levels associated with the Academy School. They have also identified the materials that they will need to teach some of the objectives indicated - Houghton Mifflin Reading Program as a basal for Language Arts. The only concern the reviewer has is that the objectives to be taught in some of the secondary courses, i.e. health/physical education, foreign languages, etc. need to be addressed in a more complete manner. This allows for a better scope and sequenced curriculum.

**8. Is there a well-designed plan for recruiting students?**

The Creative Learning Academy has projected an enrollment of forty-two (42) students for the first year of operation. This projection in the reviewer's opinion is high.

Estimates are more likely to be 20-25 students unless an avid marketing and recruitment effort takes place. A well-written formative marketing plan needs to occur. The principals have indicated they will provide advertising in the local paper, open houses, and mailings. However, a more aggressive strategy is needed to attain the desired enrollment of 42 students.

**9. Does the school calendar provide adequate time for staff development and parent conferences? Does the calendar provide for the minimum in instructional time and days?**

The proposed calendar of the Academy does comply with the minimum days of instruction, as well as the necessary number of hours - 182 days and 1,095 hours of instruction. The major principals have indicated weekly parental contacts, as well as the traditional parent-teacher conferences, will become part of the calendar. The reviewer recommends that they consider additional days for staff development to adhere with the legislative mandate of additional days for new teacher training. Currently, no days have been added. The Academy was considering hiring substitute teachers to allow for the release of teachers to receive professional development.

**10. Does the public school academy have a clear plan for recruiting, screening, and selecting staff?**

A formal, written process for the selection of staff has not been completed. However, during the interviews, a plan was indicated. The two principals will make a recommendation to the Board based on pre-set criteria. It was indicated that a more thorough written plan be established.

**11. Do the appointed board members represent a broad cross-section of citizens interested in public education?**

The identified Board members reflect various occupations. They are as follows:

- David Colby - President of a local business
- Ella McDougall - Special Education teacher
- Carol McGeorge - Homemaker, mother of six children
- Laurie Schoolty - Student at Central Michigan University
- Bill Poyer - Local realtor

Two of the Board members have indicated they will be requesting enrollment of their own children in the Academy. The Board members interviewed were concerned with education and had a relatively solid knowledge base of current educational practices.

**12. Does the charter school have adequate funding to provide for the program and services until state monies become available?**

The Creative Learning Academy has applied for a \$25,000. grant for start-up funding through the Michigan Partnership for New Education. They have also requested a loan from the same organization. This Partnership is providing grant dollars for this specific purpose. No other dollars have been secured. It is advised that investigation occur for additional start-up dollars in case the grant monies do not become available.

**RECOMMENDATION**

This Reviewer recommends the chartering of this proposed academy providing the principals adhere to their stated objectives.

*Blennich*  
2-22-96

## Current Positions Filled

February, 1996

### ADMINISTRATIVE/PROFESSIONAL

Kevin "Toby" Blosser - Hired as Athletic Trainer, Athletics (replacement). Mr. Blosser received a B.S. from The University of Toledo and an M.S. from Michigan State University. Prior to joining SVSU Mr. Blosser was the Head Athletic Trainer at Northwood University.

Richard D. Krueger - Hired as one-year temporary, Program Manager for the Northeast Regional office of the Michigan Manufacturing Technology Center (new). Mr. Krueger received a B.S.M.E. from the University of Illinois in 1973. Prior to accepting this position Mr. Krueger was Vice President and Business Unit Manager with APV Chemical Machinery, Inc.

Robert Maurovich - Hired as Vice President for Student Services and Enrollment Management (replacement). Dr. Maurovich holds a B.A. from Hiram College in Ohio, an M.A. from Yale University and a Ph.D. from Michigan State University. Dr. Maurovich was Dean of Student Affairs at Schenectady County Community College before accepting this position.

Michell L. Miscisin - Hired as Residence Hall Director (replacement). Ms. Miscisin received a B.A. from Michigan State University in 1995 and was most recently a Resident Assistant at MSU.

Brian J. Nelson - Hired as Electrical Engineering Technician, College of Science, Engineering & Technology (replacement). Mr. Nelson received an A.A.S. in 1993 from Michigan Technological University. Mr. Nelson was most recently employed with H&R Block, Inc., where he provided on site software and hardware service for approximately 155 computers.

### FACULTY

Irmgard T. Redman - Hired as Mathematics Lecturer, College of Science, Engineering & Technology (replacement). Ms. Redman received both a B.S. in Mathematics in 1988 and a B.S. in Physics in 1989 from Universitat Ulm, Ulm, Germany; an M.S. in 1991 and ABD from the University of Wisconsin-Milwaukee. Ms. Redman was most recently been employed as a Teaching Assistant/Instructor at the University of Wisconsin-Milwaukee.

Loretta Q. Wilson - Hired as one semester temporary, Assistant Professor of Health and Physical Education (replacement). Dr. Wilson received both a B.S. in 1976 and an M.S. in 1981 from the University of Michigan and she received a Ph.D. in 1995 from the University of Virginia. While completing her degree Dr. Wilson was employed as a Graduate Assistant Athletic Trainer.

PERSONNEL

JAS

1/25/98



# STAFF MEMBER

OF THE MONTH

## Sara Brooks Clark

Studio Art Technician

January 1996

If Sara Brooks Clark had one wish, it might be that someone other than United Parcel Service would purchase some of her sculptures.

Clark—who sends her large, organic-form ceramic sculptures to exhibitions all across the country—demonstrates her dry sense of humor when discussing the misfortunes of some of her pieces.

“I don’t sell my work,” Clark says. “I wait for it to get broken.”

In fact, her most recent series of works that recently was on display in the University Art Gallery is titled “The Padded Cell Series,” reflecting her frustration with the problem of safely shipping her pieces to exhibitions. Most of the sculptures in the series utilize a coffin—in memory of sculptures that “didn’t make it back.”

Despite those annoyances, Clark is developing a reputation nationally as a skilled and innovative artist. In addition to pursuing her personal artistic interests, she teaches ceramics courses at SVSU and coordinates a workshop for the “Empty Bowls” project.

“I like doing Empty Bowls, although it gets a little crazy trying to mesh it in with everything else that’s happening in the studio,” Clark said. In addition to preparing the clay and scheduling the studio for the workshop, Clark had to

recruit about a half-dozen students and several adjunct faculty to serve as “coaches” during the workshop. Beyond what takes place on the actual day of the workshop, Clark and her crew of volunteers must put the finishing touches on each bowl that is created, which includes shaping the “feet” on the bowls, loading the bowls into the kilns and organizing the bowls for sale at the Valley Festival of the Fine Arts in March.

“I try really hard not to burden the students with all of the tasks that need to be done,” Clark said. “I give them a specific job they can do so that they won’t feel overwhelmed or frustrated.

“The key is to make it enjoyable for them so that they will want to help out again next year,” Clark continued. “That means I have to make sure there are no hitches and that we don’t take advantage of them, since they are volunteering their time to the project.”

Not only do the students have an opportunity to support a worthy cause, but their participation also provides an educational benefit.

“The students learn what it takes to teach others an activity that can be very challenging to learn,” Clark said. “As coaches, the students have to focus the tasks and make it look and sound simple instead of intimidating.”

Clark arrived at SVSU in 1992 after learning about the position in the Chronicle of Higher Education. Born in Richmond, VA, she previously worked as a studio manager in an artist-in-residence program in Lakeside, MI. She holds a B.F.A. from Illinois Wesleyan University and an M.F.A. from The Ohio University.

When time permits, Clark likes to drive home to see her family, who live in a suburb south of Chicago. To make the trip easier, Clark takes along her two “girls”—kitties Spot and Bean—to ride shotgun along the way.





# STAFF MEMBER

## OF THE MONTH

**Michael  
W.  
Panhorst**

**Director/  
Curator,  
Marshall M.  
Fredericks  
Sculpture  
Gallery**

**February  
1996**

When Michael Panhorst arrived on campus in October 1989, he tackled the tough assignment of managing a sculpture gallery that had been open for just over a year. Or, perhaps more accurately, closed.

"Dr. Yien told me, 'Your first job is to get the Gallery open,'" he says. The Arbury Fine Arts Center, home to the Marshall M. Fredericks Sculpture Gallery, was completed in 1988. Much of the artwork already was in place in the gallery, but there was no staff. The gallery was open only on Sunday afternoons or for special events.

"The first thing I did was take the sign that said 'Sorry, Gallery Closed to the Public' and replace it with a sign that posted open hours," Panhorst says. "At first those hours were very limited. It took about two years to get the gallery open six days a week.

"One of the first things was to recruit and train some volunteers." Panhorst conducted the first docent training session in January 1990. The docent program still is in place with several volunteers whose help Panhorst considers vital. "We have one volunteer who works Tuesdays, another on Thursdays and a third who is available a half day or more a week," he says.

He points out that the plaster molds and other pieces in the gallery constitute a vulnerable col-

lection that has to be monitored whenever people are in the gallery. In addition, the docents provide a great deal of information about Marshall Fredericks and the collection.

Another of Panhorst's outreach efforts involves group tours from area schools. About 3,700 students visit the gallery each year. Michael or an assistant may go to the school in advance of the tour to explain what they will be seeing.

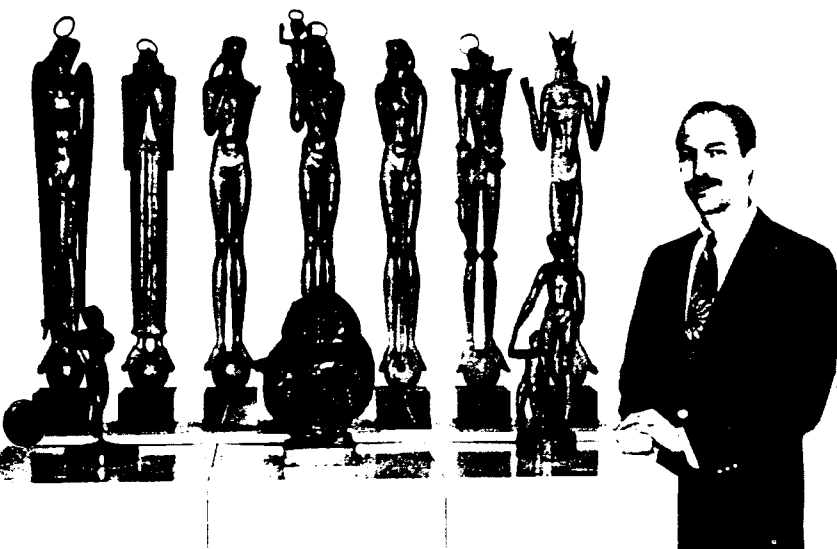
"We received funding from the Junior League of Saginaw Valley, Inc. the first year we operated the program," he says. "Then it was funded internally for a year. For the past three years we have received \$10,000 annually from the James and Lynelle Holden Fund (a Detroit foundation)."

Following the tour, elementary school students often are offered an opportunity to sketch one of the sculptures. "We give them pencil, paper, a scrap of carpet and an explanation of what to do. It allows them to focus on a piece of their choice, and it demonstrates, as they work on their sketches, just how difficult it must be to create a sculpture."

Soon after his arrival Panhorst coordinated production of a brochure to publicize the gallery. "It is much more than advertising," he says. "It provides information about Mr. Fredericks and his career." The brochure is placed with area visitor and convention bureaus, the Michigan Department of Transportation information centers and other suitable locations.

More recently Panhorst has been involved with the SOS!—Save Outdoor Sculpture program. He received a \$56,000 grant to inventory and assess the condition of Michigan's outdoor sculptures. The goal is the conservation of cultural properties, and Panhorst has provided training for curators and others responsible for maintaining sculptures. Some sessions are held on campus; others in communities across the state.

Panhorst has been an active participant in planning SVSU's Valley Festival of the Fine Arts since its inception. He is particularly supportive of the Empty Bowls Project held in conjunction with Valley Fest.





# STAFF MEMBER

OF THE MONTH

**Suzanne  
M.  
Straebel**

**Admissions  
Clerk,  
Office of  
Admissions**

**March 1996**

Sue Straebel says she may have inherited her Admissions' job from her daughters. Both graduates of SVSU, they worked in the Admissions Office as students.

That was before Sue joined the staff in 1987. "I was working part-time and looking for full-time work," she says, adding that a friend told her about the opening. She applied, interviewed, and the rest is a happy marriage.

"The main thrust of my job responsibilities is related to FTICs," she says. (For those unfamiliar with admissions' jargon, that's "first time in college" students.) "I receive the applications and enter data from them into the Colleague system. I also see that applicants get the appropriate follow-up letter."

She also handles a flow of correspondence between admissions representatives and students or high school counselors. Both groups receive periodic newsletters from the office.

Work in the Admissions Office has a seasonal flow, Straebel says. When there is a break from appointments with prospective students, the entire staff is involved in a variety of outreach programs. Straebel cites such events as the Math Olympics, Computer Science Day and

spring and fall open houses for potential students and their families as examples.

The Admissions Office also coordinates orientation sessions for incoming students. "My part is to handle orientation for the parents," Straebel says. "You can almost tell the ones who are sending a child to college for the first time," she smiles.

The staff adds new initiatives to the recruitment process each year. Current plans include extending the open house opportunities to high school sophomores and juniors, as well as the seniors now invited. "We do on-site admissions at Ryder Center during these events," she says.

The staff also is beginning to do on-site admissions at high schools and community colleges. Straebel may accompany advisors to provide support at some of these sessions. "I might be figuring grade point averages while the advisor talks with students," she says.

As student recruitment becomes increasingly competitive, Straebel says, "It is easy to get caught up in the numbers, yet everyone here takes the time that each student may need. We try to make sure that they don't have to make another trip to get what they need.

"Jim (Dwyer) keeps a certain spirit going," she says. "He may post slogans, like Nike's 'Just Do It!' or lately he has encouraged us to see the movie *Rudy*."

Even the off-duty hours often find Straebel on campus. "I love taking history classes," she says. "I take them for credit—it forces me to study."

Another favorite pastime is fly fishing. While Straebel enjoys the serenity of a day engaged in the sport, her catches never become dinner. "I always catch and release," she says.

She also plays tennis, though she describes her mixed doubles play with long-time friends as "hit and giggle" tennis.

