

EASTERN UPPER PENINSULA INTERMEDIATE SCHOOL DISTRICT  
BOARD OF EDUCATION BOARD AGENDA

Wednesday, December 10, 2025, 5:00 PM

In person

EUPISD Central Office

315 Armory Place

Sault Ste. Marie, MI 49783

- I. Roll Call
- II. Communications/Recognition/Presentation  
Presentation: Dena Mayer, Director of Finance and Human Resources, ISD Financial Overview
- III. Public Comment
- IV. Reports
  - A. Board of Education
  - B. Regular
    - 1. Superintendent 2
    - 2. Special Education & EUPISD Learning Center 3
    - 3. Early Childhood 9
    - 4. General Education, CTE, & STEM 11
    - 5. Technology 19
    - 6. Finance & Human Resources 20



## **SUPERINTENDENT'S REPORT** *November 2025*

### **Legislative Update**

Following the legal challenge to the constitutionality of the waiver requirement, the deadline to apply for 31aa funds was extended to December 4, 2025, with the ability to rescind by December 30, 2025, if the plaintiffs are unsuccessful. I have applied for the 31aa funds for the district.

### **ERate – MERIT Award**

The RFP by the EUPConnect Collaborative on behalf of the ERate Consortium was approved by the Universal Service Administrative Company (USAC). We received a Funding Commitment Decision Letter for \$6,989,198.75 of the \$8,136,298.04 fiber build/leased lit project. The state matching program funds an additional \$813,629. We are anxiously awaiting news on a further federal match or funding available through MISEN.

### **Rural Readiness Grant**

The “Bridging Gaps – Exploring Youth Mental Health Options in EUP” data collection is nearing completion. We are holding a meeting on December 12, 2025, at 9 am to present the final report to the stakeholder group. This was funded by a \$50,000 planning grant from the Michigan Department of Labor and Economic Opportunity.

### **National Conference on Education**

I’m requesting approval to attend the AASA National Conference on Education in Nashville, TN, from February 12 – 14, 2026. I will need to miss the February board meeting due to travel. Total costs are estimated to be \$3,468 to be paid from the general fund – superintendent travel budget.

### **Local districts visits:**

St. Ignace - Board of Education

### **EUP School Board Association (EUPSBA)**

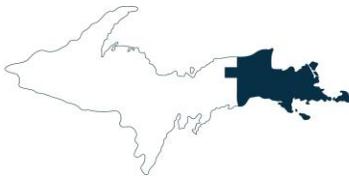
Employee of the Year Banquet – May 13, 2026, at 6 pm at Rudyard Area Schools. Board meeting at 5 pm at RAS.

### ***Superintendent Mission:***

**Create and maintain a positive organizational culture and climate**  
**Facilitate strong communication, ambassadorship, and partnerships**

### **Advocacy:**

- |                                     |                               |
|-------------------------------------|-------------------------------|
| • EUP Administrators                | UP Superintendents/UPCED      |
| • Set Seg Property & Casualty Board | City of Sault Ste. Marie LDFA |
| • MAISA                             | Headwaters North (SmartZone)  |
| • Rotary of Sault Ste. Marie, MI    | MISEN Board                   |
| • EUP Promise Zone                  | MCAN Board                    |



## EASTERN UPPER PENINSULA INTERMEDIATE SCHOOL DISTRICT

Director of Special Education Report  
December 2025

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### **Special Olympics Unified Champions in the EUP**

The Unified Champion Schools program through Special Olympics is a support system to help schools create an atmosphere of acceptance and inclusion. Special Olympics Michigan provides resources, phone, zoom and in person consultation as well as a generous annual budget to inspire and support schools to create activities to change school culture through sport.

Schools can utilize funding provided in many ways. It can be as simple as purchasing adaptive PE equipment or sports items for recess to help students engage in play that will help build relationships and gross motor skills at the same time. Unified Sports can support intramural sports clubs during or after school. More advanced levels of Unified play can include Unified athletic teams (consisting of students with and without intellectual disabilities) in a variety of sports to include exhibition athletic events such as a 3-on-3 basketball game or even regulation play just like a regular varsity team.

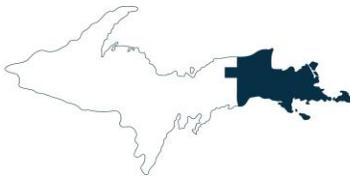


We are just beginning to build programs in the EUPISD Schools. Equipment has been purchased to support both PE and recess play at several schools. Many Happy Hippo games have been distributed, and a few schools held My K fun runs last Spring. We are excited to partner with Special Olympics Unified Sports programs and look forward to expanding these opportunities in the future.

### **EUPISD Special Education Parent Advisory Committee**

The Eastern Upper Peninsula Intermediate School District Parent Advisory Committee (PAC) continues its work in supporting family engagement and strengthening connections between parents and special education services across the region. The PAC provides opportunities for families to learn, collaborate, and share feedback to improve programming and student outcomes. Meeting details, resources, and general information can be found on the [PAC webpage](#) through the EUPISD website.

The upcoming year includes several scheduled meetings with featured speakers who will provide information and support relevant to families and districts. At the December meeting, Lori Levitte, an EUPISD Physical Therapist, will present on the Unified Champions program and its impact on inclusive practices across school settings. In February, we will have Taryn Francis, a mediator with Special Education Mediation Services (SEMS), who will share how families can access free mediation and facilitation services to support communication and collaborative problem-solving.



## EASTERN UPPER PENINSULA INTERMEDIATE SCHOOL DISTRICT

### Director of Special Education Report December 2025

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The PAC also assists with training for individuals interested in serving as surrogate parents. Surrogate parents are trained volunteers appointed when a student does not have an available parent or guardian, ensuring they have representation and advocacy during the special education process.

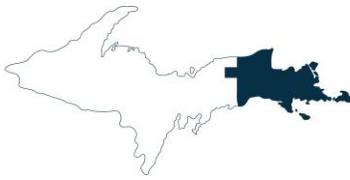
In addition to hosting learning opportunities, the PAC also sponsors two annual recognitions: the Love Your Educator Award and the Peer of the Year Award. These recognitions celebrate individuals who support inclusive practices, demonstrate kindness, and make a meaningful impact on students receiving special education services. PAC meetings will be held at 6:30 PM via Zoom on the following dates: December 1, February 3, April 14, and June (TBD). The Zoom link for December's meeting is available [here](#). All families, staff, and community members interested in supporting special education across the EUP are encouraged to attend. If you would like more information on becoming a PAC member please contact Sarah McDowell at (906)478-4802, ext. 6137 or [smcdowell-isd@eupschools.org](mailto:smcdowell-isd@eupschools.org).

#### **SE Supervision**

Special education supervisors work with local school districts in the EUP to support positive outcomes for students with disabilities. Their responsibilities include facilitating student support teams, helping districts comply with federal and state regulations, and developing and leading professional development sessions.

Special education supervisors support local districts in facilitating and implementing teaming processes for students that receive special education services. School districts in the EUP region utilize the Access-Team Meeting process. This region-wide process has evolved to include key components such as: maintaining an individualized student focus, including the student's multidisciplinary team and family, a written/visual template graphic organizer to guide discussion and always considering the least restrictive environment for placement decisions.

Special Education Supervisors assist districts in staying in compliance with federal regulations under the Individuals with Disabilities in Education Act (IDEA) and state regulations under the Michigan Administrative Rules for Special Education (MARSE) Guidelines. Supervisors support districts in managing IEP timelines by implementing district wide procedures that help ensure initial evaluations, annual IEPs, and triennial reevaluations happen within the required timeframes. Special education supervisors act as a resource to the Individual Education Plan Team by supporting providers and families with both development and implementation of the IEP. Special education supervisors support local districts in staying up to date on new state and federal guidance by regularly communicating this information at monthly special education staff meetings held in each district.



## EASTERN UPPER PENINSULA INTERMEDIATE SCHOOL DISTRICT

Director of Special Education Report  
December 2025

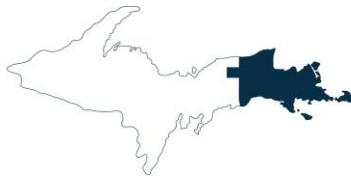


Regional Special Education Supervisors: (top) Tim Hall, Tammy Hazley, Sarah McDowell, Kayla Welker, Brooke Neeb, Katia Hughes (bottom) Katie Conley, Rachel Byrna, Ruthanne Stark, Merran Arbic (missing) Holly Traynor

Special education supervisors also support EUP schools by helping to develop staff capacity through professional development sessions. Federal law requires states to have a general supervision system to monitor and support the implementation of the Individuals with Disabilities Education Act (IDEA). In Michigan, ISDs are responsible for the general supervision system, and for using the general supervision system to support local districts in improving outcomes for students. One of the system's components is "professional learning and development and technical assistance." As such, special education supervisors continuously develop and facilitate professional learning that is relevant and impactful for staff and students; not only to meet our state and federal obligations, but also to improve outcomes for our kids. Our general supervision system of professional learning offerings includes an Educational Benefit Review session as well as three separate series dedicated to specially designed instruction in literary, math, and student independence. Special education providers' attendance at these sessions satisfies the professional learning and development component of the general supervision system. In addition to those required sessions, we offer many other professional learning opportunities focused on compliance, behavior, transition, and more.

### **General Supervision System Supports**

Intermediate School districts are required to develop a General Supervision System (GSS) to ensure local education agencies meet program requirements of the Individuals with Disabilities Education Act. GSS is an accountability mechanism designed to support both compliance and student outcomes. There are eight separate but interrelated components that ISDs must consider annually through the General Supervision System Grant process. Below is a chart that shows the eight components and some of the ways the EUPISD is currently supporting each component.



# EASTERN UPPER PENINSULA INTERMEDIATE SCHOOL DISTRICT

## Director of Special Education Report December 2025

### 8 Components of General Supervision

#### State Performance Plan (SPP) Indicators



- \*annual analysis of SPP indicators
- \*informs professional learning
- \*targeted technical assistance if repeat low performance

#### Data on Results and Processes



- \*compliance data
- \*outcomes data
- \*staff capacity data
- \*region versus district sets
- \*region versus state sets
- \*trends over time

#### Integrated Monitoring Activities



- \*Educational Benefit Review
- \*IEP Implementation Monitoring
- \*State Directed Monitoring (secondary transition, Corrective Action Plans, state assessment data, etc.)
- \*Internal reviews
- \*Support district reviews

#### Policies, Procedures, Implementation of Evidence Based Practices



- \*guidance documents - housed in regional Live Binder
- \*monthly SE newsletter
- \*regional SE supervisor meetings - monthly

#### Professional Learning & Technical Assistance



- \*PL differentiated by experience (master teacher v. apprentice)
- \*data driven PL (regional trends, needs thru data)
- \*TA based on data (trends, repeat compliance errors)

#### Fiscal Accountability & Management



- \*maintenance of effort
- \*proportionate share
- \*accurate documentation and reporting

#### Effective Dispute Resolution



- \*communication strategies, IEP / meeting facilitation
- \*parent resources
- \*district resources
- \*supportive communication during conflict
- \*ISD collaboration with MDE during complaint process

#### Improvement, Correction, Incentives & Sanctions



- \*highlight & celebrate successes
- \*reduced frequency of documentation when meeting est. metrics
- \*student & district level corrective action when needed
- \*process of sanctions

# EUPISD LEARNING CENTER

2025  
DECEMBER



## LINKS ART

Anna and Summer are having a great time in an inclusion LINKS Art class in Rudyard.



## WORKING HARD

Caden was a great help in installing the legs on the new tables for Ms. Amanda's class.



## THANKFUL

Students decorated the halls in November with artwork and displays of gratitude like this turkey.

## THE POWER OF MUSIC

Music plays an especially meaningful role for students with special needs. It offers a welcoming, accessible way for students to express themselves, build communication skills, and connect with others. Through rhythm, movement, and song, students can practice emotional regulation, improve focus, and experience success in a supportive environment. We are beyond excited that Ms. Lizz is working with our students again this year creating opportunities for joy and connection, helping every learner participate, engage, and shine. We are looking forward to an informal Holiday Music Performance on December 17th at 1PM in the cafeteria. We hope you will join us for this festive performance.

# 2025 FALL FEAST

Our school community gathered for a fun and festive Fall Feast meal, bringing students, families, and staff together to celebrate the season. The cafeteria was filled with laughter, conversation, and great food. We enjoyed sharing a meal together and creating a welcoming atmosphere that highlights the spirit of gratitude and togetherness. Events like this remind us how meaningful it is to strengthen our school-home connections and build traditions that our students will remember for years to come.



## STUDENTS OF THE MONTH

This great group of students are our Students of the Month! Trevor, Logan, Jace, Maddie, Fred, Aidan, Cameron, and Cooper demonstrated our PBIS principles of being safe, responsible, and respectful this past month. Classrooms choose the student who demonstrated growth or consistency in these areas. Well done everyone!



### **Early Learning Centers - Licensing and Compliance**

We continue to navigate the new regulatory compliance under the revised Childcare Licensing Rules. There have been a few areas (outlined below) that have presented some challenge over the past month. We are proactively pursuing variances as appropriate and have been discussing the impact these rules present (especially in rural areas) with the state licensing office.

#### **Certificate of Occupancy Requirements**

Childcare licensing rules now require each early childhood center to have a current Certificate of Occupancy (CO), a document verifying that a building meets modern construction, safety, and fire code standards. While newer schools and renovated buildings can produce this documentation easily, many older facilities were built before COs were standard practice.

Three of our four ISD-operated early childhood centers are located in older buildings where a CO does not exist. Many GSRP classrooms in the region face similar challenges. In these cases, the state allows programs to apply for a variance, which includes working with city and township municipalities to document and demonstrate that a CO does not exist. Programs granted a variance may continue operating as long as they meet alternative safety verification requirements.

#### **Program Administrator Requirements**

New Michigan licensing rules define qualifications for the Program Administrator. This is the person responsible for daily oversight, safety, regulatory compliance, and instructional quality. The intent of the new rule is to strengthen on-site leadership in early childhood programs.

However, the requirements do not recognize professionals who have extensive early childhood experience outside of traditional childcare or teaching roles. This means that even highly educated (master's level) and skilled leaders with decades of experience supervising early childhood and special education programs do not meet the licensing credential requirements. As a result, we must apply for variances for approval. Meeting these new requirements has also forced us to adjust staffing assignments across all centers, creating logistical challenges and requiring us to restructure some of our operations.

#### **Small-Capacity Center Designation & Ratio Clarification**

Licensing rules include a category called a "small-capacity center," defined as serving 20 or fewer children under age 13. These centers follow different adult-child ratios, including a 1:6 ratio when mixed-age groups of 3 and 4-year-olds are present. Many rural classrooms combine GSRP 4-year-olds with tuition-based 3-year-olds to maintain enrollment. These classrooms will be required to follow the stricter 1:6 ratio, rather than the standard 1:10 ratio for GSRP-only classrooms. This requirement will create an increase in staffing needs and costs.

#### **Filter First Drinking Water Management Plan – Compliance Status**

Michigan's **Filter First** law requires that all drinking and cooking water outlets in schools and childcare centers pass through certified lead-reducing filters, with ongoing testing, maintenance, and documentation. Les Cheneaux ELC, Sault ELC, and EUP Early Learning Center are in full compliance with the requirements. Superior Start is working toward full implementation. This site is located in an older building on the campus of

Lake Superior State University, and universities are not subject to the same facility requirements as K-12 school districts or childcare centers. This has created some additional logistical steps in coordinating installation and compliance.

### **32P Funding Update**

As discussed in previous month's meetings, The 32p funding cuts have a direct impact on our staffing. Beth Rye, our Great Start Collaborative Coordinator since 2020, has made the difficult decision to retire effective December 31 as a result of these reductions. We are deeply grateful for Beth's dedication and the positive impact she has had on families and early childhood efforts across the region.

State-level efforts to restore this funding for the next fiscal year are ongoing. These efforts include revising and rebranding Great Start Collaboratives to more clearly demonstrate measurable outcomes and provide robust data to support its impact. The funding cuts have also drawn attention from multiple media outlets, including 9&10 News, TV6, and others, highlighting the broader implications for the region's children and families.

### **Early On**

During the first quarter of the 2025-2026 program year, the *Early On* program processed 36 referrals with the highest month for referrals being September with 16. Out of the referrals that were submitted, 47% (17) were for children birth to 1; 27.8% (10) were for children 2-3 years of age; and 25% (9) were for children 1-2 years of age. Our highest referral source was the Department of Health and Human Resources at 26.5%. The program also received referrals from the following sources: hospitals, childcare, and family members.

The *Early On* program has developed a Meaningful Mealtimes parent education training. This training is meant to meet an identified regional need from families in picky eaters and decrease stress at mealtime. The training is comprised of 3 sessions; the first was held on October 18 and focused on general education about feeding development supportive strategies. The next 2 will be held this winter and will offer practical application of the strategies. Feedback from the first session was overwhelmingly positive and the team looks forward to continuing this work in the region.

### **December Professional Learning Opportunities**

#### **Infant and Toddler:**

##### **➤ December 4: Social Emotional Learning Essentials - Micro Series**

This training focuses on building educators' skills in supporting children's social and emotional development through short, focused learning experiences. This approach emphasizes practical strategies and real-time application in the classroom, fostering positive relationships, emotional regulation, and social skills in young children.

#### **Preschool:**

##### **➤ December 5: Preschool (Part 1) Social Emotional Learning Essentials Micro-Learning Series (Day 5)**

This training focuses on building educators' skills in supporting children's social and emotional development through short, focused learning experiences. This approach emphasizes practical strategies and real-time application in the classroom, fostering positive relationships, emotional regulation, and social skills in young children.

##### **➤ December 12: Engaging Children in STEM Learning Using the STEMIE Approach**

This training focuses on providing resources and training to help teachers foster STEM skills and encourage children's natural curiosity about these subjects. This includes activities that promote problem-solving, critical thinking, and a love of learning in young children.

#### **Community Collaboration:**

##### **➤ December 16: Early Childhood Community Inclusion Team**



## **CTE EVENTS**

**Health Science Day-** On December 4th, 180 tenth-grade students participated in Health Career Day at MyMichigan. Although attendance was lower than expected due to several schools missing the event because of weather conditions, students who were able to attend engaged in a valuable and interactive experience. Throughout the day, students rotated through 12 stations designed to introduce them to a variety of health science careers and skills. The event offered students the opportunity to explore potential career pathways, engage with professionals in the field, and gain a deeper understanding of the diverse roles within the healthcare system.

## **CTE Improvement Plan**

CPI data for the region was released this month. CTE for the region did not meet the Math Core Performance indicator. The data is taken from the SAT Math scores. An improvement plan will need to be written for the 2026-2027 Perkins Grant

# EUP MiSTEM Region Newsletter

December 2025

## News and Resources from the EUP MiSTEM Region at the EUP Intermediate School District

As region 14 of the MiSTEM Network, the EUP MiSTEM Region is working with regional and statewide partners to empower education while making solid connections to business, industry, and careers.



## FIRST Lego League at LSSU.

LSSU hosted a regional event for FIRST Lego League on November 22, 2025. Teams designed a robot to complete challenges at the competition. Teams also developed an innovation project in which they defined a problem and then designed a solution to solve the problem. Great job to all of the teams who did an amazing job this year, and thank you to the amazing staff and University students from the School of Engineering and Technology at LSSU for hosting and facilitating this event!

**Check out the REMC22 Lend Library for classroom resources!**

## New: MiSTEM Collaboratives Website

Click [here](#) to see the new MiSTEM Collaboratives Website for Computer Science, Math and Science/Engineering!



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# Grant Opportunities

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## Seeds for STEM - Projects Announced!

Seeds for STEM is a partnership between the EUPISD, EUP MiSTEM Region and the Chippewa County Community Foundation. Teachers can apply for funding to support project, problem, and place-based learning. Proposals were received from schools across the Eastern Upper Peninsula, and the following were awarded with a combined funding total of over \$12,500!



- Sault Area High School: Becky Arbic – Roar Rocket Sk8board Manufacturing
- Sault Area High School: Marielle Sirk – Reviving Anatomy Education Through Hands-on Fetal Pig Dissection
- Malcolm High School: Susy Talentino – From Pain to Passion to Purpose
- EUPISD Learning Center: Gwen Malaska – Hying Up Our Hydroponics
- Moran Township School: Jaime Clark – 3D Printing in the Classroom
- Pickford Elementary School: Rachel Horde – Pumpkin Life Cycle and STEM Exploration
- Pickford Elementary School: Wendy Halsey – Michigan Lumber – Then, Now and the Future
- Pickford Elementary School: Jessie Metrish-Lytle – Soo Locks Boat Tour for Earth Science

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# Student Opportunities

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## Save the dates for upcoming student events!

- Healthcare Career Day will be held on December 5, 2025 at MyMichigan Sault for grade 10 students
- [Regional EUP Science and Engineering Fair](#) will be held on December 9, 2025 at LSSU for K-8 students who qualify through their district Science and Engineering Fair
- **Cancelled:** Mind Trekkers, which was to be held on January 21, 2026 has been cancelled.
- Pi Day at LSSU will be held on March 12, 2026

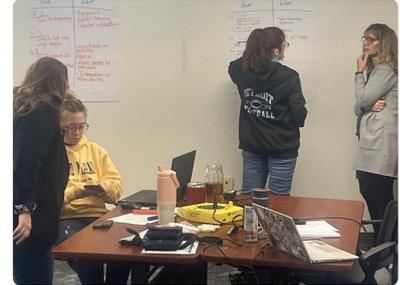
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# Professional Learning

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## EUP CSforAll SCRIPT Workshop

Educators from Brimley, Pickford, Sault, and Whitefish Schools participated in this year's SCRIPT workshop at the EUPISD on October 29, and we had a very productive day! Thank you to CS Consultant Cheryl Wilson for working with us!



Michigan's new High School Computer Science law requires all districts to offer a CS course beginning in 2027–28. This workshop is designed to:

- Help districts assess readiness and current offerings
- Guide teams in self-assessment and planning aligned with SCRIPT's five focus areas
- Provide examples of CS implementation pathways from Michigan districts
- Give dedicated time for districts to set SMARTIE goals and action steps
- Create opportunities to network and share strategies with other districts
- Help districts address the integration of AI effectively

### Workshop Agenda Highlights

- Overview of Michigan's New HS CS Law – What districts need to know about 2027-28
- CS Standards and Pathways – Aligning curriculum and practice
- District Self-Assessment – Where are you now? Where do you need to be?
- Visioning Session – Setting your district's CS goals
- SMARTIE Goal Setting & Action Planning – Practical steps for moving forward
- Gallery Walk & Networking – Share ideas and next steps with other districts

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## Elementary Science Teacher Leader Corps - Observation through Instructional Rounds

Teacher Leaders have identified the need to focus on a community of practice in which they can share through the observation of instruction. The days at the school districts would consist of observation of classroom instruction followed by a professional learning protocol to learn from those observations. The goal is to increase instructional capacity and our ability to support high quality instruction. These days will also function to identify and develop projects within the group that stem from the needs and goals that are identified through



our professional learning and observation process. Goals and deliverables will be established, and this work will be shared regionally as the projects develop.

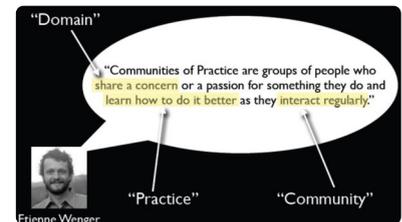
Classroom observations and meetings will take place at Rudyard Elementary on October 22, 2025 and Sault Elementary on March 10, 2026.

[Register HERE](#)

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## EUP Regional Communities of Practice

Regional communities of practice are designed for teachers to improve teaching and learning, focusing on challenges in the classroom and innovative practices. Members will share ideas, strategies, and resources, offer feedback and engage in professional learning, fostering a culture of continuous improvement. This collaboration will strengthen individual practices and the school community, leading to positive educational outcomes.



- [Secondary Math Community of Practice](#)
  - [Secondary Science Community of Practice](#)
  - Career and Technical Education Community of Practice
  - [Secondary Social Studies Community of Practice](#)
  - [Elementary grades K-1-2 Community of Practice](#)
  - [Elementary grades 3-4-5 Community of Practice](#)
  - [Indigenous Education Community of Practice](#)
  - [6-12 Language Arts Community of Practice](#)
  - [EUP: Health and PE Community of Practice](#)
  - [VPAA Community of Practice](#)
  - [World Languages Community of Practice](#)
  - [Special Education Master Teacher Community of Practice](#)
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## Michigan Agriculture in the Classroom

Did you know that Michigan is the nation's second largest producer of apples? There are more than 17.6 million apple trees covering 38,000 acres on 850 family run farms in Michigan. Growers pride themselves on a rich heritage of producing an array of Michigan apple varieties.



Here are some [Lessons and resources!](#)

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## STEM Teaching Tools

The [STEM Teaching Tools](#) are resources that have been developed through a project called [ACESSE](#) through the Council of State Science Supervisors. EUP teacher Billie Ennes was part of the team from Michigan, along with MiSTEM Executive Director Megan Schrauben who contributed to the development of the [newest STEM Teaching Tool](#) aimed at helping STEM education leaders move with community towards culturally affirming and sustaining practices! Thank you to Billie for representing Michigan and the EUP!

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## Connecting with Business and Industry Partners

Chippewa County EDC

Luce County EDC

Sault Ste. Marie EDC

Mackinac County Economic Alliance

Chippewa County Community Foundation

Lake Superior State University

Bay Mills Community College

Eastern Upper Peninsula Intermediate School District

# Upper Peninsula Michigan Works!

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## Career Connections

We are working with a number of partner organizations regionally and statewide to provide connections between employers, students, job seekers, and economic development organizations. If you are from any of those sectors and are interested in discussing career awareness, internships, apprenticeships, work-based learning, and training/education please reach out to us! Here are a few of our partner resources that you may find helpful.



[UP Michigan Works!](#)



[Tomorrow's Talent Series](#)



[Michigan Department of Labor and Economic Opportunity](#)

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Eastern Upper Peninsula Region

## Contact the EUP MiSTEM Region

Email: [eupstem@eupschools.org](mailto:eupstem@eupschools.org)

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## In the Background...

Cedarville High School Students conducting stream water quality analysis through a partnership with LSSU CFRE and the Les Cheneaux Watershed Council



**Kevin St. Onge**

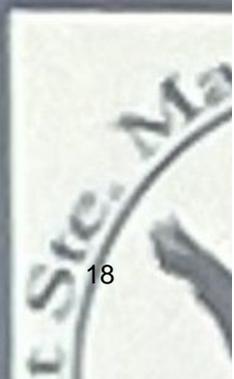
Kevin is using Smore to create beautiful newsletters

# -, Project-Based

efining

side partners

riculum/standards





### **Multi-Factor Authentication**

We are close to expanding pilot test groups for MFA configuration in two of our primary platforms, and excited to expand the scope to additional systems and the leap in our cybersecurity posture it provides.

### **EUP Fiber / Broadband Project**

We are seeing an uptick in associated activity, building the excitement to work with Merit on more specific design aspects, ensuring our logistical data is accurate, and gaining momentum on providing the upgraded connections to all our local Districts.

### **Cooperative Organizational Operations Plan (COOP)**

We are planning to dive deeper into these plans over the next months, tying in cybersecurity related incidents and their intersection with relative Policy/Administrative Guidelines to continue maturing the regional response protocols for multiple types of emergencies.



**FINANCE/HUMAN RESOURCES REPORT TO THE  
EASTERN UPPER PENINSULA INTERMEDIATE SCHOOL DISTRICT  
BOARD OF EDUCATION**



**Dena Mayer, Director of Finance and Human Resources  
December 2025**

**BUSINESS/FINANCE**

**June 30, 2025, Single Audit.** The Federal Compliance Supplement was released at the end of November. Our auditors have notified us that they are currently reviewing the details and expect to finalize the single audit within the next week or two. Once the report is complete, I will pass it along and upload it to our Munetrix website.

**November 2025, Financials.** We are in the process of closing out the November financial activity and reconciling the bank statement. Our priority is to ensure that all financial information is accurate and correct before presenting it. We will provide the finalized financial reports as soon as they are complete.

**Business Office Team.** This week, we welcomed a new team member, Alec Muir, who has joined us as a Shared Services Business Manager. Alec brings experience as a Business Manager from Wisconsin, and we are excited to have him join our team. As is standard practice when onboarding a new team member, we are reviewing current roles and responsibilities to determine if any adjustments are needed to optimize efficiency and support our department operational goals. During this evaluation, we have temporarily removed the accountant job posting while we assess the structure and identify the position that best meets our needs. We still anticipate filling one open position, and as we work through this process, additional training and role alignment will be essential to ensure a smooth transition and continued delivery of quality business services to the ISD and our business consortium districts.



**2025-26 Budgets.** We are currently finalizing the first budget amendment of the fiscal year to reflect updated revenue projections, expenditure adjustments, and any necessary reallocations to support district priorities. This amendment is an important step in ensuring that our financial plan remains aligned with operational needs and strategic goals. The proposed changes will be reviewed and discussed in detail with the Finance Committee to provide clarity and address any questions. We will present the amendment for consideration and approval at the meeting.



**CTE Millage.** We are requesting approval of the Career and Technical Education (CTE) Millage Resolution and ballot language. This proposal includes a renewal of our existing levy, which has been reduced due to the Headlee rollback, and an increase to restore the levy to the original 1.0 mill approved by voters in 2017. Under current law, 1.0 mill is the maximum levy permitted, and this adjustment is necessary to maintain funding levels that support high-quality CTE programs for our regional students. Approval of this resolution will allow us to move forward with placing the measure on the ballot for voter consideration.

**HUMAN RESOURCES**

**Student Intern Rates** – with the increase to minimum wage on January 1, 2026, we are requesting a wage adjustment to student workers, effective January 1, 2026, as follows:



- \$14.00 per hour – High School, Year 1
- \$14.50 per hour – High School, Year 2
- \$15.00 per hour – College/University, Year 1
- \$16.00 per hour – College/University, Year 2

New Hires:



- **Summer Smith** – Learning Center Instructional Aide
- **Alexander Muir** – Shared Services Business Manager
  
- Resignations:
  - None.
  
- Retirements:
  - None.
  
- New Hires/Resignations – Contracted:
  - Resignations – Edustaff – Childcare Centers:
    - Jamie Lehigh – Assistant Teacher
  
- Other Updates:
  - None

**Update on Current Openings:**



- Custodian - Substitute
- Registered Behavior Technicians (two positions)
- Occupational Therapist
- Certified Occupational Therapist Assistant (COTA)
- School-Based Mental Health Provider
- School-Based Mental Health Provider Intern
- School Psychology Student Intern – 2026/27 School Year
- Speech & Language Pathologist
- Special Education Teachers
- Virtual Therapy Aid

Please contact me with any questions or concerns at 906-632-3373 ext. 5126 or by email at [dmayer@eupschools.org](mailto:dmayer@eupschools.org)