

BOARD PACKET

MAY 7, 2018



Our Vision:

Champion Learning –

Develop, Educate, and Inspire!

BOARD MEETING AGENDA

- A. **ROLL CALL – PLANNED ABSENCES:** Dick Lundy, Michael Wendorf
- B. **MEETING MINUTES** (4-23-2018, closed session 4-23-2018)
- C. **APPROVAL OF AGENDA**
- D. **SCHOOL PRESENTATIONS**
 - 1. Multi-Tiered Systems of Support
- E. **SUPERINTENDENT UPDATE**
 - 1. Engagement Survey Results
- F. **STUDENT REPRESENTATIVES UPDATE**
- G. **PUBLIC PARTICIPATION:** *Persons who wish to address the Board may complete a Public Comment Card to be presented to the Board president at the beginning of the meeting. Each speaker is allotted a maximum of 5 minutes unless otherwise notified. Each speaker will be asked to announce his/her name and indicate if he/she represents any organization or agency. No person may speak more than once on the same subject during a single meeting. For further details see our policy on Public Participation at Board Meetings.*
- H. **CONSENT ITEMS**
 - 1. Personnel – Retirements & Resignations
 - 2. Personnel – Request for Leave
 - 3. Budget Report
- I. **ACTION ITEMS**
 - 1. Policies – Second Reading
 - 2. Update Reading Libraries
 - 3. Purchase Units of Study Reading Materials
- J. **DISCUSSION ITEMS**
 - 1. WISD Budget
 - 2. Financial Summary and Narrative
- K. **PUBLIC PARTICIPATION:** *See Policy 0167.3*
- L. **BOARD COMMENTS**
 - 1. Committee Updates
 - a. Athletics Ad Hoc – next meeting May 15th
 - b. Finance – no new activity
 - c. Policies – no new activity
 - d. Facilities – next meeting May 17th
- M. **INFORMATION ITEMS**
 - 1. Athletics Ad Hoc Committee Draft Minutes (5-1-2018)
- N. **CLOSED SESSION**

CALENDAR

- *Tuesday, May 15th – 5:00pm
Athletics Ad Hoc - Copeland
- *Thursday, May 17th – 5:00pm
Facilities - Copeland
- *Monday, May 21st – 7:00am/9:00am
Legislative Breakfast (WISD)
- *Tuesday, May 22nd – all day
MASB Legislative Conference
- *Monday, May 28th – Memorial Day
- *Sunday, June 10th – 2:00pm
Commencement – DHS
- *Monday, June 11th – 7:00pm
Board Meeting – Creekside
- *Monday, June 25th – 7:00pm
Board Meeting – Creekside

BOARD NOTES
MAY 7, 2018

A. ROLL CALL

B. MEETING MINUTES and CLOSED MEETING MINUTES (4/23/2018; closed minutes 4/23/18)

C. APPROVAL OF AGENDA

1. Approval of Agenda. Board policy provides that the Superintendent of Schools shall prepare an agenda for all Board meetings as directed by the President of the Board of Education.

* An appropriate motion might be, "I move that the agenda be approved as presented/amended."

D. SCHOOL PRESENTATIONS

1. Multi-Tiered Support Systems – Mollie Sharrar

E. SUPERINTENDENT UPDATE

1. Student Engagement Survey Results

F. STUDENT REPRESENTATIVES UPDATE

- G. PUBLIC PARTICIPATION:** *Persons who wish to address the Board may complete a Public Comment Card to be presented to the Board president at the beginning of the meeting. Each speaker is allotted a maximum of 5 minutes unless otherwise notified. Each speaker will be asked to announce his/her name and indicate if he/she represents any organization or agency. No person may speak more than once on the same subject during a single meeting. For further details see our policy on Public Participation at Board Meetings.*

H. CONSENT ITEMS

1. Personnel – Resignations and Retirements. Your packet contains a letter from Creekside teacher Michelle Powers announcing her resignation, effective June 14, 2018. Your packet also includes a retirement letter from special education teacher consultant Cathy Koefoed-Smith.

* An appropriate resolution might be, "I move that the Board of Education accept the resignation of Michelle Powers and acknowledge the retirement of Cathy Koefoed-Smith."

2. Personnel – Request for Leave. Your packet includes a request for leave of absence from Creekside special education teacher Kelley Stearns.

* An appropriate motion might be, "I move that the Board of Education approve/deny Kelley Stearns' request for leave for the 2018-19 school year."

3. Budget Report. Your packet includes the monthly budget report for March, 2018.

* An appropriate motion might be, "I move that the Board of Education accept the March 2018 Budget Report."

BOARD NOTES
MAY 7, 2018

I. ACTION ITEMS

1. Policies – Second Reading. Your packet contains draft policies 1421/3121/4121 (Criminal History Record Check - New & Revised), 1439/3139/4139 (Administrator & Staff Discipline - New & Revised), 2410 (Prohibition of Referral or Assistance - New), 2414 (Reproductive Health and Family Planning - Revised), 5630.01 (Student Seclusion and Restraint - Replacement), 8142 (Criminal History Record Check - Revised), and 8321 (Criminal Justice Information Security - Revised), as well as policies 7540.03/7540.04 (Technology Acceptable Use and Safety), and 7540.05/7540.06 (District Email Accounts). The packet also includes a summary from NEOLA regarding the suggested policy updates. These policies were reviewed by the policy committee on March 6th, 2018, approved for first reading at the April 23, 2018 meeting, and are presented tonight for second reading and final approval.

* An appropriate motion might be, "I move that the attached draft policies be approved for second reading and final approval as presented/amended."

2. Update Reading Libraries. Your packet contains an executive summary from the English Language Arts and Instructional departments recommending the purchase of updated reading libraries for the 2018-19 school year, not to exceed \$500 per teacher and \$10,000 per building at a total cost of \$79,000.

* An appropriate motion might be, "I move that the Board of Education authorize the purchase of updated reading libraries from Booksource for the 2018-19 school year, including \$40,000 for shelves and \$39,000 for classroom books, with a total cost of \$79,000 including free shipping."

3. Purchase Units of Study Reading Curriculum Kits. Your packet includes an executive summary from the English Language Arts and Instructional departments recommending the purchase of Units of Study Reading from the curriculum budget for the 2018-19 school year.

* An appropriate motion might be, "I move that the Board of Education authorize the curriculum budget purchase of Units of Study Reading kits for the 2018-19 school year, at a cost of \$14,110 plus shipping and handling."

J. DISCUSSION ITEMS

1. WISD Budget. Your packet information on the proposed WISD budget for the 2018-19 school year. Local boards must consider a resolution of support or indicate specific recommendations for changes before June 1, 2018. This item is presented for discussion.
2. Financial Summary and Narrative. Your packet includes a Financial Summary Report and Financial Narratives from Chef Financial Officer Sharon Raschke. These items are presented for discussion.

K. PUBLIC PARTICIPATION: See Policy 0167.3 for details.

L. BOARD COMMENTS

1. Committee Updates
- a. Athletics Ad Hoc – next meeting May 15th
 - b. Finance – no new activity
 - c. Policies – no new activity
 - d. Facilities – next meeting May 17th

BOARD NOTES
MAY 7, 2018

M. INFORMATION ITEMS

1. Athletics Ad Hoc Committee Draft Minutes (5-1-2018)

N. CLOSED SESSION

**DEXTER COMMUNITY SCHOOLS BOARD OF EDUCATION
MEETING MINUTES – APRIL 23, 2018**

A. ROLL CALL

Members Present: Ron Darr, Daryl Kipke, Dick Lundy, Rob Mitzel (by phone), Barbara Read

Members Absent: Julie Schumaker, Michael Wendorf, Student Representatives Erin Evans and Hollie Pastorino

Administrative & Supervisory Staff: Sharon Raschke, Barb Santo, Mollie Sharrar, Chris Timmis, Hope Vestergaard

Guests: Patricia Machemer

DEA: Jessica Baese

DESPA: none

The meeting was called to order at approximately 7:00pm by Board Vice President Daryl Kipke.

- B. MEETING MINUTES – 3/19/18, 4/16/2018, workshop 4/16/2018, closed minutes 3/19/2018.** Daryl Kipke noted that his name was left off of both sets of minutes from 4/16/2018. Dick Lundy made a motion to approve all meeting minutes from 3/19/2018 and 4/16/2018 as amended. Ron Darr supported the motion. **Motion Carried (unanimous).**

C. APPROVAL OF AGENDA

Board policy provides that the Superintendent of Schools shall prepare an agenda for all meetings as directed by the President of the Board of Education. Dick Lundy made a motion to approve the agenda as presented. Barbara Read supported the motion. **Motion Carried (unanimous).**

D. SCHOOL PRESENTATIONS – none

E. SUPERINTENDENT UPDATE

1. • The eighth graders are in Washington, D.C. this week.
2. • The Superintendent has received preliminary results from the student engagement survey and is packaging these to share with the Board at the next meeting. There will be focus groups discussing the results on May, 2nd.
3. • Executive Director of Instruction Mollie Sharrar is working on MTSS supports and will be making a literacy presentation and request for materials at the May 7th board meeting.

F. STUDENT REPRESENTATIVES UPDATE – none

G. PUBLIC PARTICIPATION – none

H. CONSENT ITEMS

1. • Personnel –Retirement. Dick Lundy made a motion to acknowledge the retirement of Kristen Novak. Ron Darr supported the motion. **Motion Carried (unanimous).**

**DEXTER COMMUNITY SCHOOLS BOARD OF EDUCATION
MEETING MINUTES – APRIL 23, 2018**

I. ACTION ITEMS

1. • Michigan Competency Curriculum Resolution. Dick Lundy made a motion that the Board of Education approve the attached Michigan Competency Curriculum resolution. Ron Darr supported the motion. **Motion Carried (unanimous)**.
2. • Summit Learning Pilot – Grades 6-8. Dick Lundy made a motion that the Board of Education approve a third-year pilot of Summit Learning for grades 6-8 during the 2018-19 school year. Ron Darr supported the motion. **Motion Carried (unanimous)**.
3. • Summit Learning Grade 5 Pilot. After brief discussion, Dick Lundy made a motion that the Board of Education approve a one-year pilot of Summit Learning for grade 5 beginning in the 2018-2019 school year. Ron Darr supported the motion. **Motion Carried 4-1(Opposed: Barbara Read)**.

J. DISCUSSION ITEMS

1. • 2018-2019 Budget Planning. Finance committee member and Board Treasurer Dick Lundy shared with the Board the committee's progress toward creating a budget for the 2018-19 school year. Board members had the opportunity to ask questions about the various budget scenarios and offer input to CFO Sharon Raschke and the finance committee as to how they should proceed with planning.
2. • Policies – First Reading. The Board discussed draft policies 1421/3121/4121 (Criminal History Record Check - New & Revised), 1439/3139/4139 (Administrator & Staff Discipline - New & Revised), 2410 (Prohibition of Referral or Assistance - New), 2414 (Reproductive Health and Family Planning - Revised), 5630.01 (Student Seclusion and Restraint - Replacement), 8142 (Criminal History Record Check - Revised), and 8321 (Criminal Justice Information Security - Revised), 7540.03/7540.04 (Technology Acceptable Use and Safety), and 7540.05/7540.06 (District Email Accounts). Dick Lundy made a motion that the Board approve the attached draft policies for first reading. Rob Mitzel supported the motion. **Motion Carried (unanimous)**.

K. PUBLIC PARTICIPATION – none

L. BOARD COMMENTS

1. • Dick Lundy requested that the agenda regularly include committee updates under the Board Comments.
2. • Daryl Kipke noted that the athletics ad hoc committee has met again and is working toward their stated goals.

M. INFORMATION ITEMS

1. • Athletics Ad Hoc Committee Draft Minutes (3-13-2018)
2. • Facilities Committee Draft Minutes (3-15-2018)
3. • Finance Committee Draft Minutes (3-19-2018)
4. • Nice Job Notes

**DEXTER COMMUNITY SCHOOLS BOARD OF EDUCATION
MEETING MINUTES – APRIL 23, 2018**

At approximately 7:50pm, Dick Lundy made a motion that the Board of Education move into closed session for the purpose of discussing negotiations. Ron Darr supported the motion. **Motion Carried (unanimous).**

N. CLOSED SESSION

At approximately 8:25 pm, Rob Mitzel made a motion that the Board of Education return to open session. Dick Lundy supported the motion. **Motion Carried (unanimous).**

At approximately 8:26pm, Rob Mitzel made a motion to adjourn the meeting. Barbara Read supported the motion. **Motion Carried (unanimous).**

MINUTES/hlv

Robert Mitzel, Secretary
Board of Education

Y5-6 Multi-Tiered System of Supports

| 2018 DRAFT | | | | |
|---|--|--|--|---|
| Tier/Description | Reading | Math | Writing | Behavioral |
| Tier 3 FEW students 5% | IEP 504 Plan RTI during FLEX (CIS) 3-5x/wk Reading Intervention (K-4), 3-5x/wk | IEP 504 Plan RTI during FLEX (CIS) 3-5x/wk Math Intervention (BES, WES), 1x/wk | IEP 504 Plan | IEP 504 Plan Individual Counseling Functional Behavior Assessment (FBA)/Individual Behavior Plans (BIP) |
| Tier 2 SOME students 10-15% | Struggling readers, 4-5x/wk Small Group Instruction/ Individual Instruction Technology to support instruction/learning | Small Group Instruction/ Individual Instruction Technology to support instruction/learning | Small Group Instruction/ Individual Instruction Technology to support instruction/learning | Counseling Groups Individual Counseling Check in/Check out Individual Behavior system/plan (talking sticks, checklists, etc) monitored by classroom teacher |
| Tier 1/Foundation ALL students 80% | Reader's Workshop Mini-lesson (daily) Small group instruction (2-5x/wk) Independent reading (daily) Phonemic awareness/ word work/vocab Interactive Read-Aloud Share-out/Teaching Point | Everyday Math Instruction 4x/wk Independent/Partner work Differentiation Projects Technology Assignments | Writer's Workshop Units of Study Mini-lesson (daily) Small group instruction (2-5x/wk) Independent writing (daily) Share-out/Teaching Pt. Word Work | Counseling Lessons in classrooms Positive Behavior Intervention and Supports (PBIS) Expectations, PBIS Instruction (videos, assemblies, matrix) Student Council Safety Patrol Anchor Rooms/Super Squads |

| | | | | |
|-------------------------------|--|---|---|-------------|
| | | | | SNAP |
| Assessments/ Screeners | F & P (K-6) ALL (S, D, M, M) | EM Assessments (1-6), | Writing Pathways rubric | |
| Common Assessments | NWEA (K-6) ALL (S, J, M) Letter ID, Sound (Y5-2) as needed Phonemic Awareness (Y5-2) as needed Concept of Print (Y5) as needed Teacher Observation | NWEA (K-6) ALL (S, J, M); Y5 common assessments for identify numbers 0-10, shapes, counting by ones, patterning, sorting, counting with one-to-one correspondence K-(Cornerstone) number writing to 20, counting by 1/10's to 100, ordering numbers to 20, K- (Bates) Number ID, counting, many of the things from the EDM BOY and MOY screener | On-demand and project writing Teacher observation/conferring notes | |
| Progress Monitoring | | Teacher Observation, data from assessments and screeners Teachers will monitor progress from assessments, screeners, and daily observations | | |
| Identification Process | Child Study | Child Study | Child Study | Child Study |

Mill Creek Multi-Tiered Systems of Support

2018 DRAFT

| Tier/Description | Reading | Math | Writing | Behavior/Social-Emotional |
|---|---|---|---|---|
| Tier 3 FEW students 5% | IEP 504 | IEP 504 | IEP 504 | IEP 504 Functional Behavior Assessment (FBA)/Behavior Improvement Plan (BIP) Individual Counseling |
| Tier 2 SOME students 10-15% | Reading Support electives (Literature & Informational text) ILH Academy (3 times/week for students with 2 D's or E academic or work habits) | Math Power Hour Elective ILH Academy (3 times/week for students with 2 D's or E academic or work habits) | Write It Right Elective (Informational, grammar, conventions, narrative, summarizing text and creative writing, ILH Academy (3 times/week for students with 2 D's or E academic or work habits) | Support Plan Counseling Groups or individual support Academy (3 times/week for students with 2 D's or E academic or work habits) Parent Calls/Meetings Student Support Plans Student Planning Center (SPC) Graduation Coach |
| Tier 1/Foundation ALL students 80% | Mentoring Small group instruction Small group testing | Mentoring Small group instruction Small group testing | Mentoring Small group instruction Small group testing | Mentoring SPC Restorative Justice Counseling |
| Assessments/ Screeners | NWEA Thumbs Up (Bi-Weekly for 7th grade, Monthly for 8th grade) PLP Focus Area and Concept Unit Test Results | NWEA Thumbs Up (Bi-Weekly for 7th grade, Monthly for 8th grade) PLP Focus Area and Concept Unit Test Results | Thumbs Up (Bi-Weekly for 7th grade, Monthly for 8th grade) | Thumbs Up (Bi-Weekly for 7th grade, Monthly for 8th grade) |
| Common Assessments | NWEA PLP Focus Area and Concept Unit | NWEA PLP Focus Area and Concept Unit | Looking into using Writing Pathways Rubrics | Mc-Star/Child Study |
| Progress Monitoring | Test Results GCrades | Test Results Grades | Grades | Mc-Star Thumbs Up Grades |
| Identification Process | Child Study | Child Study | Child Study | Child Study |

High School Multi-Tiered Systems of Support

2018 DRAFT

| Tier/Description | Reading | Math | Writing | Behavior |
|---|---|---|---|--|
| Tier 3 FEW students 5% | IEP 504 Academic Support Hour Testing and Learning Center | IEP 504 Academic Support Hour Testing and Learning Center | IEP 504 Academic Support Hour Testing and Learning Center | IEP 504 Functional Behavior Assessment (FBA)/Behavior Improvement Plan (BIP) Individual Counseling |
| Tier 2 SOME students 10-15% | Reading/Writing Lab After School Tutoring (voluntary) Graduation Coach Supported Class | Pre-Algebra Co-Taught Math Classes After School Tutoring (voluntary) Graduation Coach Supported Class | Reading/Writing Lab After School Tutoring (Voluntary) Graduation Coach Supported Class | Counseling Groups Calm Down Space Graduation Coach Safe School Modules Parent Meetings and Communication |
| Tier 1/Foundation ALL students 80% | Access to notes/Google Classroom Small group instruction Small group testing | Access to notes/Google Classroom Small group instruction Small group testing | Access to notes/Google Classroom Small group instruction Small group testing | Counseling Appointments Restorative Justice |
| Assessments/Screeners | Access to Graduation Coach: (grades, attendance, discipline, counselor referral) | Access to Graduation Coach: (grades, attendance, discipline, counselor referral) | Access to Graduation Coach: (grades, attendance, discipline, counselor referral) | Access to Graduation Coach: (grades, attendance, discipline, counselor referral) |
| Common Assessments | Department Common Assessments | Department Common Assessments | Department Common Assessments | Discipline Referrals |
| Identification Process | Study Study | Student Study | Student Study | Student Study |
| Progress Monitoring | Graduation Watch List Meetings | Graduation Watch List Meetings | Graduation Watch List Meetings | Graduation Watch List Meetings |

Student Engagement Survey — Grades 5-12

Results and Analysis

Dexter Community Schools

Survey Year: 2018



About the Survey

The Dexter Community Schools 2018 Student Engagement Survey was conducted from Feb. 19 to March 9.

Email invitations with unique survey links were sent to students in grades 5-12.

Survey results do not reflect random sampling; therefore, they should not be generalized to all Dexter Community Schools students in grades 5-12. Rather, results reflect only the perceptions and opinions of survey participants.

Defining Student Engagement

Student engagement is the connection that students have with their school and their studies. It is an essential component of successful and effective schools.

K12 *Insight's* Student Engagement Survey is aligned with the latest research, which defines three types of student engagement:

- **Cognitive engagement** is the quality of students' psychological engagement in academic tasks and activities.
- **Self-Awareness** is how connected students are to their school and how well they are able to manage themselves.
- **Social Awareness** is the connection students have to other students and adults in their school.

Higher scores reflect stronger engagement.

All engagement questions use a 4-point frequency scale: Rarely or Never, Seldom, Often, and Almost Always.

Measuring Student Engagement

The survey measures cognitive engagement through 16 questions on four topics. It measures social and emotional engagement through 41 questions on eight topics.

Taken together, the 57 questions measure overall student engagement.

| Cognitive Engagement | | Self-Awareness | | Social Awareness | |
|------------------------------------|---|------------------------------|---|--------------------------------|---|
| # of Questions | | # of Questions | | # of Questions | |
| Class Experience | 5 | Involvement | 5 | Acceptance | 7 |
| Student Experience | 3 | Persistence | 5 | Relationship Management | 7 |
| Relevance | 4 | Self-Management | 5 | Relationships With Peers | 3 |
| Academic Support | 4 | Future Aspirations | 6 | Relationships With Adults | 3 |
| Cognitive Engagement: 16 Questions | | Self-Awareness: 21 Questions | | Social Awareness: 20 Questions | |
| Overall Engagement: 57 Questions | | | | | |

Note: Additional questions were added by the district. These questions are not included in the numerical calculations.

Measuring Student Engagement

The survey measures cognitive engagement through 16 questions on four topics, self-awareness through 21 questions on four topics, and social awareness through 20 questions on 4 topics.

Taken together, the 57 questions measure overall student engagement.

| Cognitive Engagement | | Self-Awareness | | Social Awareness | |
|------------------------------------|---|------------------------------|---|--------------------------------|---|
| # of Questions | | # of Questions | | # of Questions | |
| Class Experience | 5 | Involvement | 5 | Acceptance | 7 |
| Student Experience | 3 | Persistence | 5 | Relationship Management | 7 |
| Relevance | 4 | Self-Management | 5 | Relationships with Peers | 3 |
| Academic Support | 4 | Future Aspirations | 6 | Relationships with Adults | 3 |
| Cognitive Engagement: 16 Questions | | Self-Awareness: 21 Questions | | Social-Awareness: 20 Questions | |
| Overall Engagement: 57 Questions | | | | | |

Note: Additional questions were added by the district. These questions are not included in the numerical calculations.

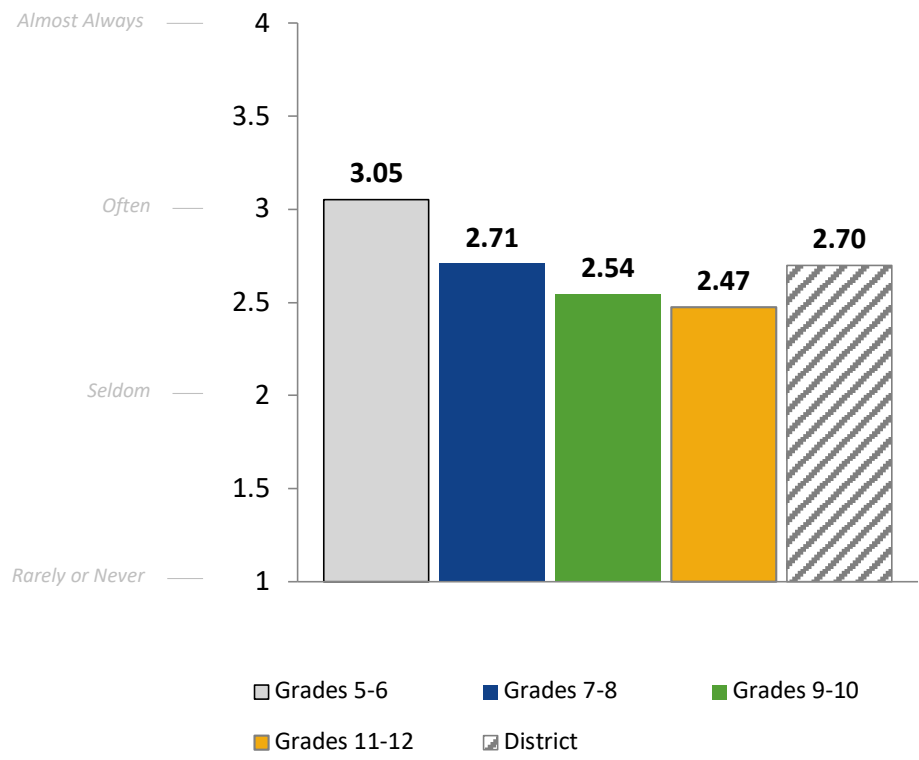
Participation by School-Level Cluster

| School-Level Cluster | Number of Students | Number of Participants | Participation Rate |
|----------------------|--------------------|------------------------|--------------------|
| Grades 5-6 | 551 | 483 | 88% |
| Grades 7-8 | 594 | 527 | 89% |
| Grades 9-10 | 587 | 473 | 81% |
| Grades 11-12 | 567 | 416 | 73% |
| Overall | 2,299 | 1,899 | 83% |

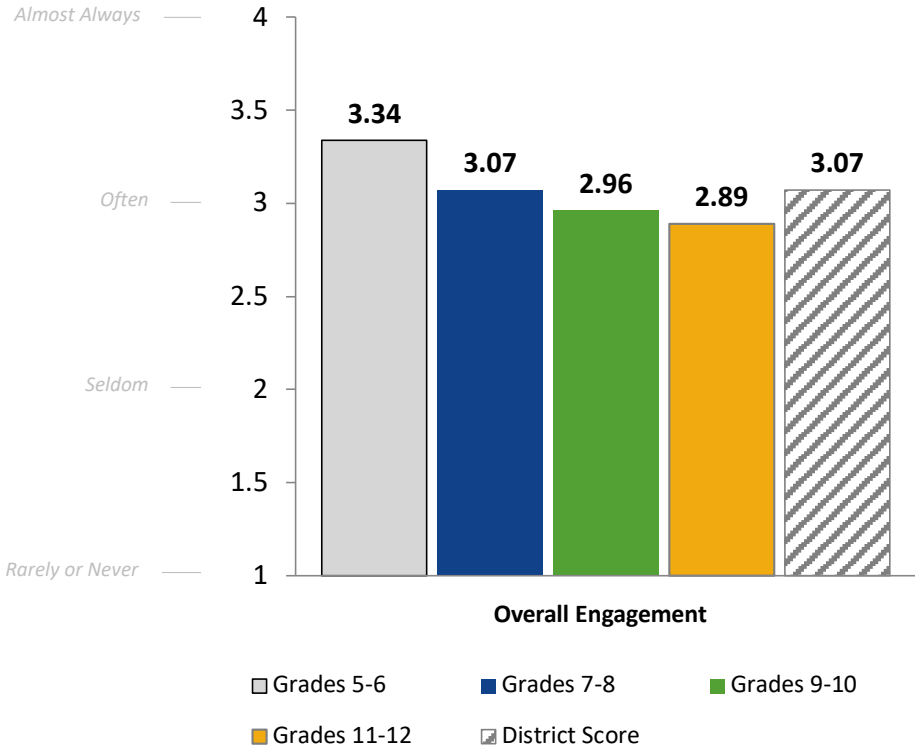
Main Findings

Feelings About School

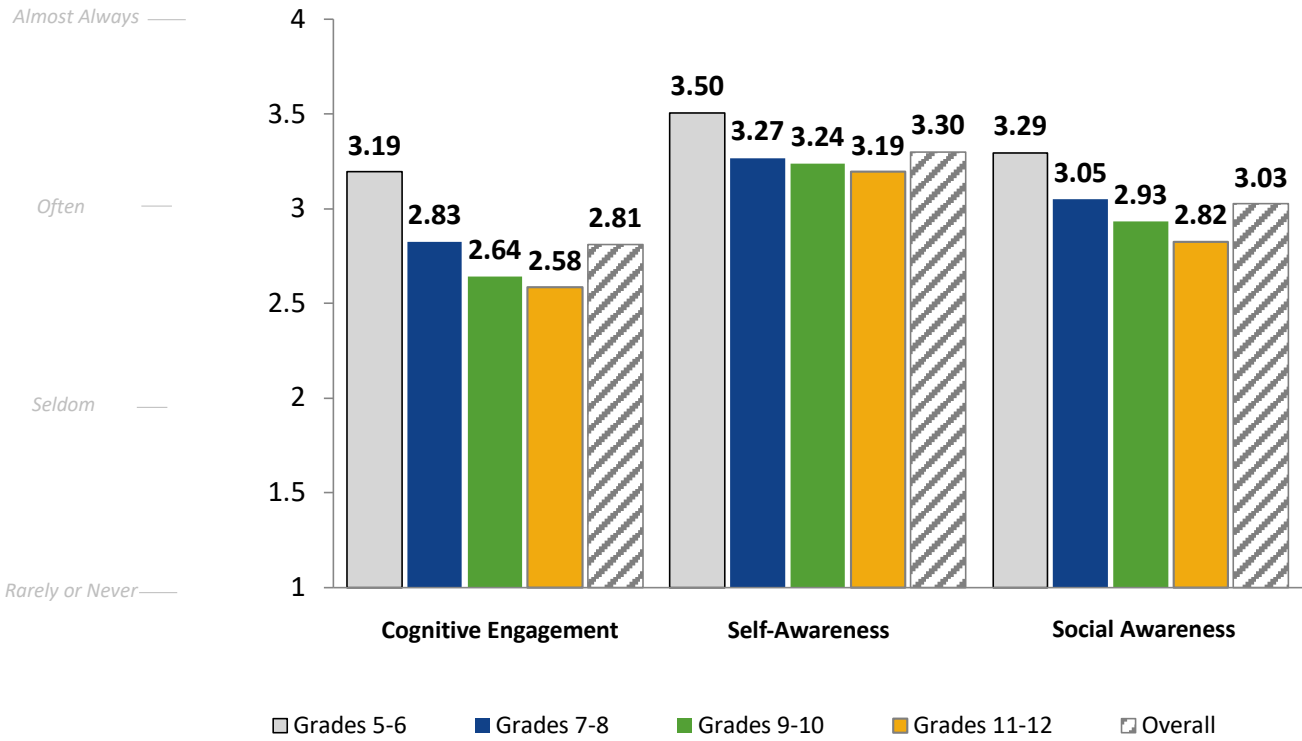
Generally, I like school.



Overall Engagement



Cognitive Engagement and Social and Emotional Engagement



Average Engagement Scores by Demographics

| | Overall Engagement | Cognitive Engagement | Self-Awareness | Social Awareness |
|----------------------------------|--------------------|----------------------|----------------|------------------|
| Overall | 3.07 | 2.81 | 3.30 | 3.03 |
| Gender | | | | |
| Male (N=921) | 3.03 | 2.80 | 3.23 | 3.00 |
| Female (N=978) | 3.11 | 2.84 | 3.37 | 3.06 |
| Race/Ethnicity | | | | |
| Asian (N=38) | 3.14 | 2.97 | 3.28 | 3.11 |
| Black or African American (N=25) | 2.91 | 2.76 | 3.18 | 2.73 |
| Hispanic or Latino (N=34) | 3.22 | 3.11 | 3.40 | 3.12 |
| White (N=1,792) | 3.07 | 2.81 | 3.30 | 3.03 |

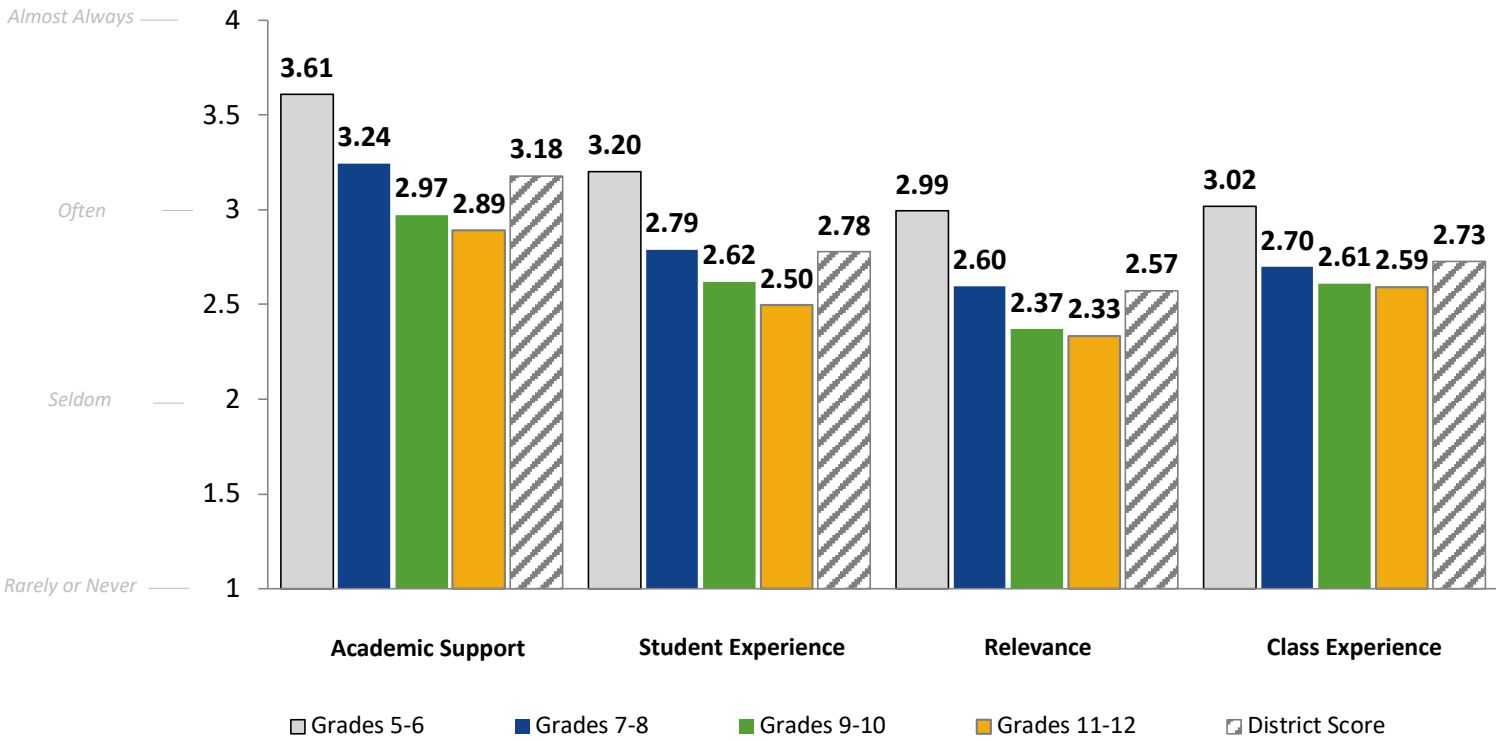
11 *Note: Data for American Indian or Alaskan Native or Pacific Islander is not included, because there were fewer than 10 responses.*

Average Engagement Scores by Demographics (Continued)

| | Overall Engagement | Cognitive Engagement | Self-Awareness | Social Awareness |
|-----------------------------|--------------------|----------------------|----------------|------------------|
| Free or Reduced-Price Lunch | | | | |
| No (N=1,738) | 3.08 | 2.82 | 3.31 | 3.05 |
| Yes (N=161) | 3.00 | 2.84 | 3.23 | 2.90 |
| English Language Learner | | | | |
| No (N=1,877) | 3.07 | 2.82 | 3.30 | 3.03 |
| Yes (N=22) | 3.22 | 3.12 | 3.35 | 3.17 |
| Special Education | | | | |
| No (N=1,699) | 3.09 | 2.83 | 3.33 | 3.05 |
| Yes (N=200) | 2.91 | 2.73 | 3.10 | 2.87 |

Cognitive Engagement Results

Dimensions of Cognitive Engagement



Academic Support

| | Engagement Score | | | | |
|---|------------------|------------|------------|-------------|--------------|
| | District | Grades 5-6 | Grades 7-8 | Grades 9-10 | Grades 11-12 |
| My teachers encourage me to do my best. | 3.32 | 3.76 | 3.41 | 3.07 | 2.99 |
| My teachers do not give up on me. | 3.25 | 3.72 | 3.34 | 3.00 | 2.87 |
| I can count on my teachers to help me if I have difficulty in school. | 3.16 | 3.55 | 3.17 | 2.99 | 2.89 |
| My teachers include me in classroom discussions. | 3.03 | 3.40 | 3.05 | 2.83 | 2.81 |

¹⁵ Note: All engagement questions use a 4-point frequency scale: Rarely or Never, Seldom, Often, and Almost Always.

Student Experience

| | Engagement Score | | | | |
|---|------------------|------------|------------|-------------|--------------|
| | District | Grades 5-6 | Grades 7-8 | Grades 9-10 | Grades 11-12 |
| School helps me discover my skills that need work. | 2.96 | 3.29 | 2.98 | 2.85 | 2.69 |
| I feel what I learn in school helps me become a better student. | 2.80 | 3.28 | 2.77 | 2.62 | 2.48 |
| School helps me discover my strongest skills. | 2.60 | 3.05 | 2.62 | 2.39 | 2.32 |

¹⁶ Note: All engagement questions use a 4-point frequency scale: Rarely or Never, Seldom, Often, and Almost Always.

Relevance

| | Engagement Score | | | | |
|---|------------------|------------|------------|-------------|--------------|
| | District | Grades 5-6 | Grades 7-8 | Grades 9-10 | Grades 11-12 |
| I think what I'm learning in school is important. | 2.81 | 3.39 | 2.82 | 2.54 | 2.44 |
| I see how subjects relate to one another. | 2.69 | 2.90 | 2.70 | 2.57 | 2.55 |
| I see how what I'm learning in school relates to my future. | 2.54 | 2.92 | 2.59 | 2.34 | 2.26 |
| I see how what I'm learning in school relates to the outside world. | 2.29 | 2.76 | 2.28 | 2.02 | 2.07 |

¹⁷ Note: All engagement questions use a 4-point frequency scale: Rarely or Never, Seldom, Often, and Almost Always.

Class Experience

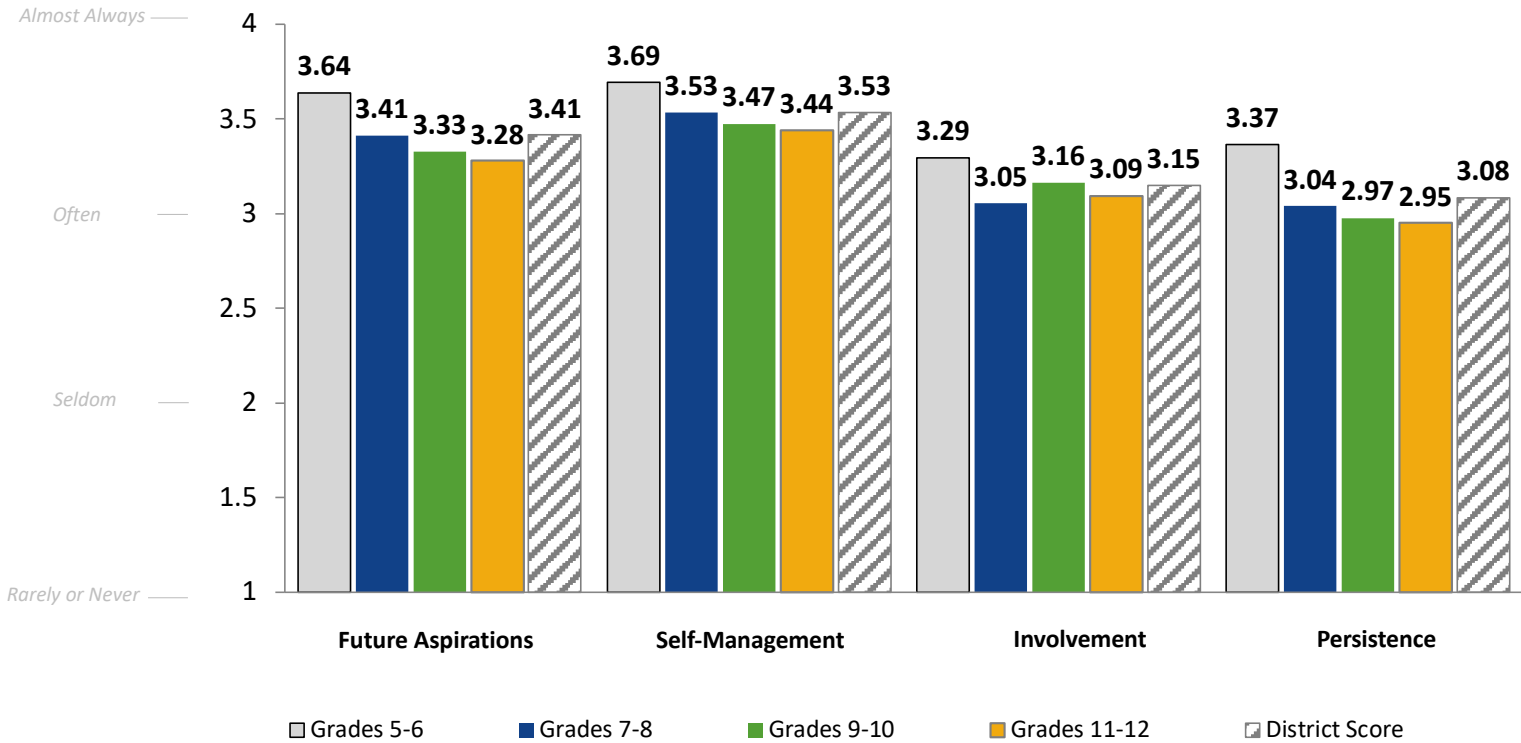
| | Engagement Score | | | | |
|--------------------------------|------------------|------------|------------|-------------|--------------|
| | District | Grades 5-6 | Grades 7-8 | Grades 9-10 | Grades 11-12 |
| I learn a lot in my classes. | 3.03 | 3.44 | 2.98 | 2.95 | 2.73 |
| My classes are challenging. | 2.81 | 2.69 | 2.77 | 2.84 | 2.96 |
| My classes are interesting. | 2.68 | 2.99 | 2.62 | 2.54 | 2.55 |
| My classes are fun. | 2.66 | 3.09 | 2.61 | 2.45 | 2.46 |
| My classes let me be creative. | 2.49 | 2.87 | 2.50 | 2.27 | 2.27 |

¹⁸ Note: All engagement questions use a 4-point frequency scale: Rarely or Never, Seldom, Often, and Almost Always.

Social and Emotional Engagement Results

Self-Awareness

Dimensions of Self-Awareness



Future Aspirations

| | Engagement Score | | | | |
|--|------------------|------------|------------|-------------|--------------|
| | District | Grades 5-6 | Grades 7-8 | Grades 9-10 | Grades 11-12 |
| I plan to continue my education after high school. | 3.67 | 3.74 | 3.69 | 3.62 | 3.62 |
| I plan to complete my education after high school. | 3.59 | 3.62 | 3.60 | 3.58 | 3.55 |
| I believe that I will have a career that interests me. | 3.47 | 3.69 | 3.50 | 3.37 | 3.31 |
| I believe that I will be successful in a career that interests me. | 3.45 | 3.72 | 3.47 | 3.33 | 3.27 |
| I feel good about my future success. | 3.17 | 3.56 | 3.12 | 3.03 | 2.96 |
| I feel good about my future opportunities. | 3.16 | 3.50 | 3.10 | 3.04 | 2.97 |

²² Note: All engagement questions use a 4-point frequency scale: Rarely or Never, Seldom, Often, and Almost Always.

Self-Management

| | Engagement Score | | | | |
|--|------------------|------------|------------|-------------|--------------|
| | District | Grades 5-6 | Grades 7-8 | Grades 9-10 | Grades 11-12 |
| I am nice to my teacher(s). | 3.76 | 3.89 | 3.76 | 3.68 | 3.67 |
| I follow classroom rules. | 3.63 | 3.77 | 3.65 | 3.54 | 3.56 |
| I follow school rules. | 3.63 | 3.74 | 3.62 | 3.58 | 3.57 |
| I am nice to my classmates. | 3.62 | 3.75 | 3.64 | 3.55 | 3.51 |
| I put schoolwork before other activities when necessary. | 3.06 | 3.32 | 3.00 | 3.02 | 2.88 |

²³ Note: All engagement questions use a 4-point frequency scale: Rarely or Never, Seldom, Often, and Almost Always.

Persistence

| | Engagement Score | | | | |
|--|------------------|------------|------------|-------------|--------------|
| | District | Grades 5-6 | Grades 7-8 | Grades 9-10 | Grades 11-12 |
| I finish activities that I start. | 3.19 | 3.43 | 3.11 | 3.11 | 3.08 |
| I continue to try, even when an activity is difficult. | 3.13 | 3.46 | 3.08 | 3.00 | 2.94 |
| I'm willing to try new activities. | 3.09 | 3.39 | 3.06 | 2.94 | 2.97 |
| I seek additional information when I don't understand something. | 3.08 | 3.35 | 3.03 | 3.02 | 2.92 |
| I'm patient when trying new activities. | 2.94 | 3.20 | 2.91 | 2.81 | 2.84 |

²⁴ Note: All engagement questions use a 4-point frequency scale: Rarely or Never, Seldom, Often, and Almost Always.

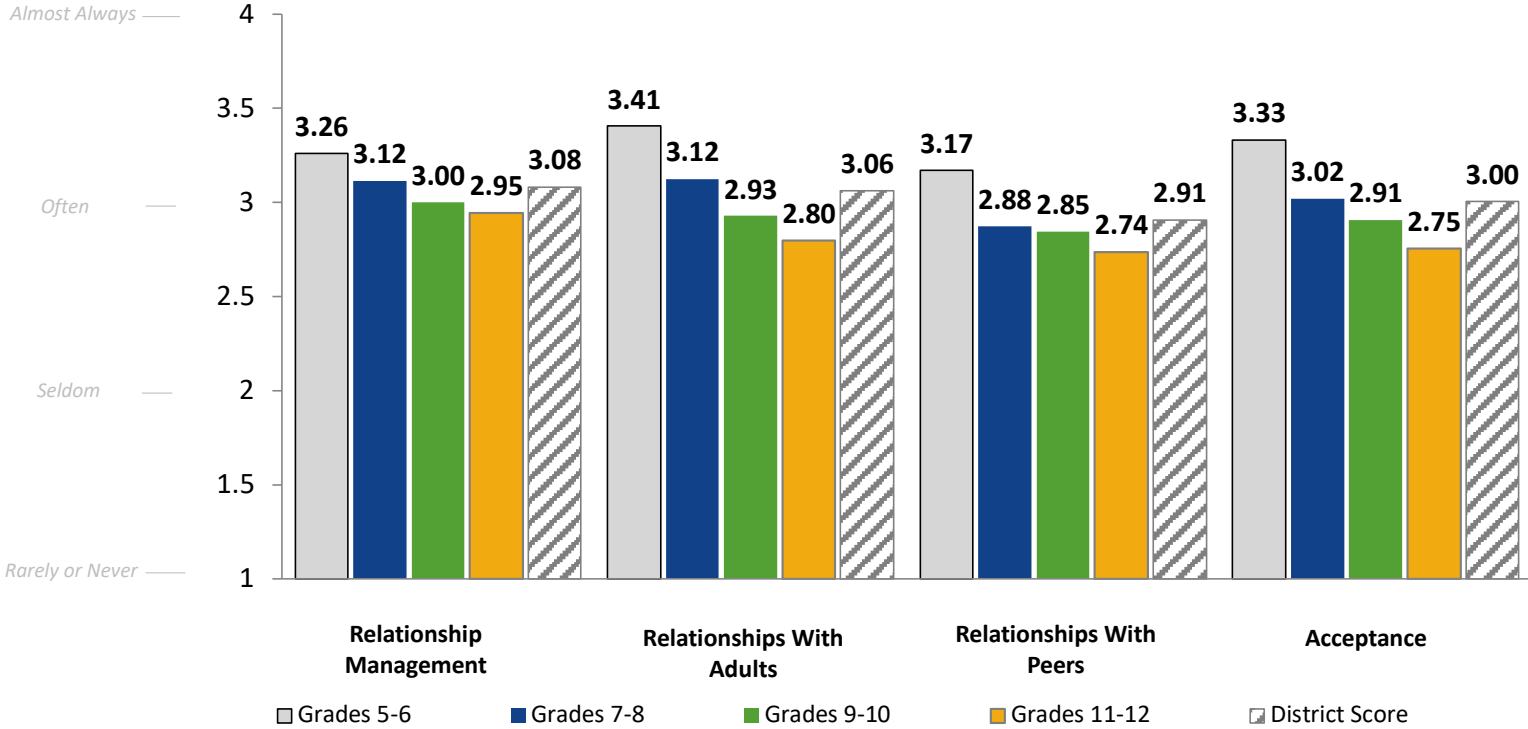
Involvement

| | Engagement Score | | | | |
|--|------------------|------------|------------|-------------|--------------|
| | District | Grades 5-6 | Grades 7-8 | Grades 9-10 | Grades 11-12 |
| I try my best in class. | 3.43 | 3.70 | 3.43 | 3.37 | 3.17 |
| I come prepared to every class. | 3.41 | 3.41 | 3.41 | 3.48 | 3.33 |
| I participate in class activities and discussions. | 3.10 | 3.41 | 3.04 | 2.99 | 2.95 |
| I participate in extracurricular activities. | 2.99 | 3.01 | 2.76 | 3.11 | 3.14 |
| I attend school activities. | 2.82 | 2.94 | 2.62 | 2.86 | 2.87 |

²⁵ Note: All engagement questions use a 4-point frequency scale: Rarely or Never, Seldom, Often, and Almost Always.

Social Awareness

Dimensions of Social Awareness



Relationships With Adults

| | Engagement Score | | | | |
|---|------------------|------------|------------|-------------|--------------|
| | District | Grades 5-6 | Grades 7-8 | Grades 9-10 | Grades 11-12 |
| I feel supported by my teachers. | 3.27 | 3.65 | 3.28 | 3.11 | 2.98 |
| I feel supported by other adults who work in this school. | 3.04 | 3.35 | 3.13 | 2.90 | 2.70 |
| I am comfortable being myself around adults at this school. | 2.92 | 3.21 | 2.96 | 2.77 | 2.71 |

²⁸ Note: All engagement questions use a 4-point frequency scale: Rarely or Never, Seldom, Often, and Almost Always.

Relationship Management

| | Engagement Score | | | | |
|--|------------------|------------|------------|-------------|--------------|
| | District | Grades 5-6 | Grades 7-8 | Grades 9-10 | Grades 11-12 |
| I spend time with at least one friend at lunchtime. | 3.71 | 3.85 | 3.79 | 3.65 | 3.50 |
| I spend time with at least one friend from school outside of school. | 3.41 | 3.47 | 3.42 | 3.39 | 3.37 |
| I can talk about problems with my friends from school. | 3.10 | 3.12 | 3.11 | 3.10 | 3.08 |
| I am comfortable being myself around other students. | 3.08 | 3.34 | 3.15 | 2.96 | 2.85 |
| I feel supported by other students. | 2.99 | 3.25 | 3.03 | 2.87 | 2.77 |
| I interact with students other than my friends outside of class. | 2.73 | 3.06 | 2.73 | 2.57 | 2.53 |
| I work in class with students other than my friends. | 2.58 | 2.74 | 2.58 | 2.47 | 2.53 |

²⁹ Note: All engagement questions use a 4-point frequency scale: Rarely or Never, Seldom, Often, and Almost Always.

Relationships With Peers

| | Engagement Score | | | | |
|--------------------------------------|------------------|------------|------------|-------------|--------------|
| | District | Grades 5-6 | Grades 7-8 | Grades 9-10 | Grades 11-12 |
| My friends try their best in school. | 3.21 | 3.48 | 3.20 | 3.12 | 2.99 |
| My friends take school seriously. | 3.07 | 3.24 | 3.04 | 3.05 | 2.93 |
| My friends like school. | 2.46 | 2.79 | 2.38 | 2.37 | 2.29 |

³⁰ Note: All engagement questions use a 4-point frequency scale: Rarely or Never, Seldom, Often, and Almost Always.

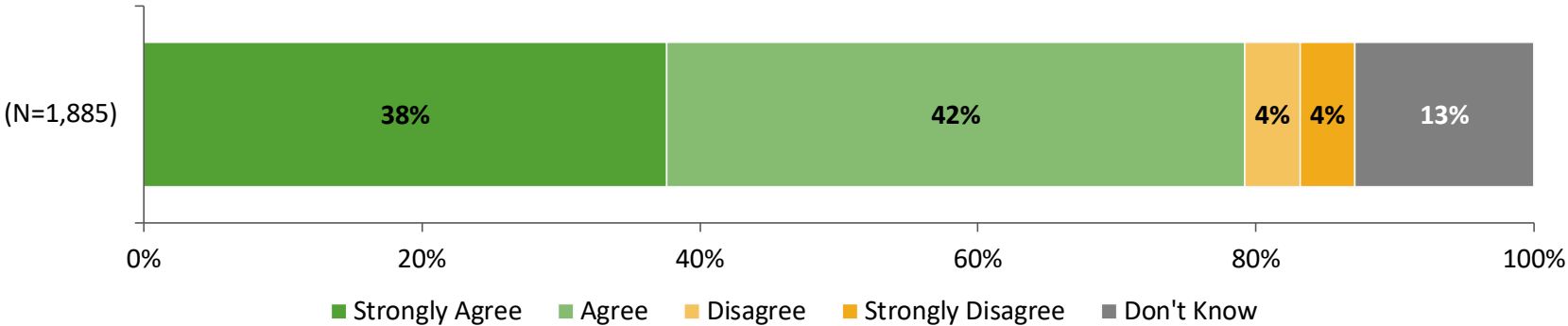
Acceptance

| | Engagement Score | | | | |
|--|------------------|------------|------------|-------------|--------------|
| | District | Grades 5-6 | Grades 7-8 | Grades 9-10 | Grades 11-12 |
| I feel accepted in this school. | 3.11 | 3.42 | 3.11 | 3.01 | 2.85 |
| I feel good about going to this school. | 3.07 | 3.45 | 3.05 | 2.95 | 2.77 |
| I am proud to go to this school. | 3.03 | 3.46 | 2.98 | 2.93 | 2.73 |
| I feel like I belong in this school. | 3.02 | 3.38 | 3.02 | 2.91 | 2.73 |
| I feel respected in this school. | 2.98 | 3.23 | 3.02 | 2.84 | 2.78 |
| I feel good about myself at school. | 2.97 | 3.31 | 2.99 | 2.82 | 2.71 |
| I have a lot in common with other students in this school. | 2.93 | 3.09 | 2.99 | 2.89 | 2.70 |

³¹ Note: All engagement questions use a 4-point frequency scale: Rarely or Never, Seldom, Often, and Almost Always.

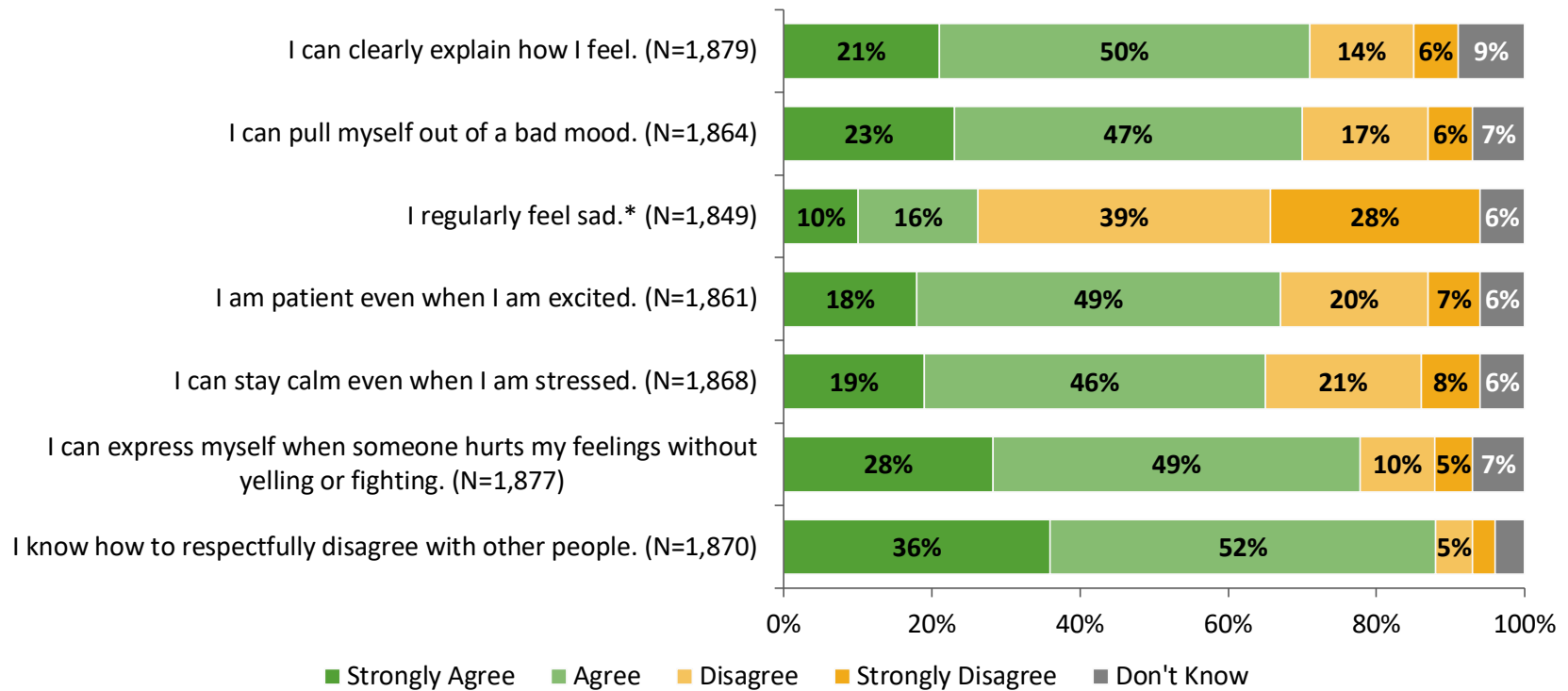
Staff Members

There is a staff member in this school who cares about me.



Managing Feelings

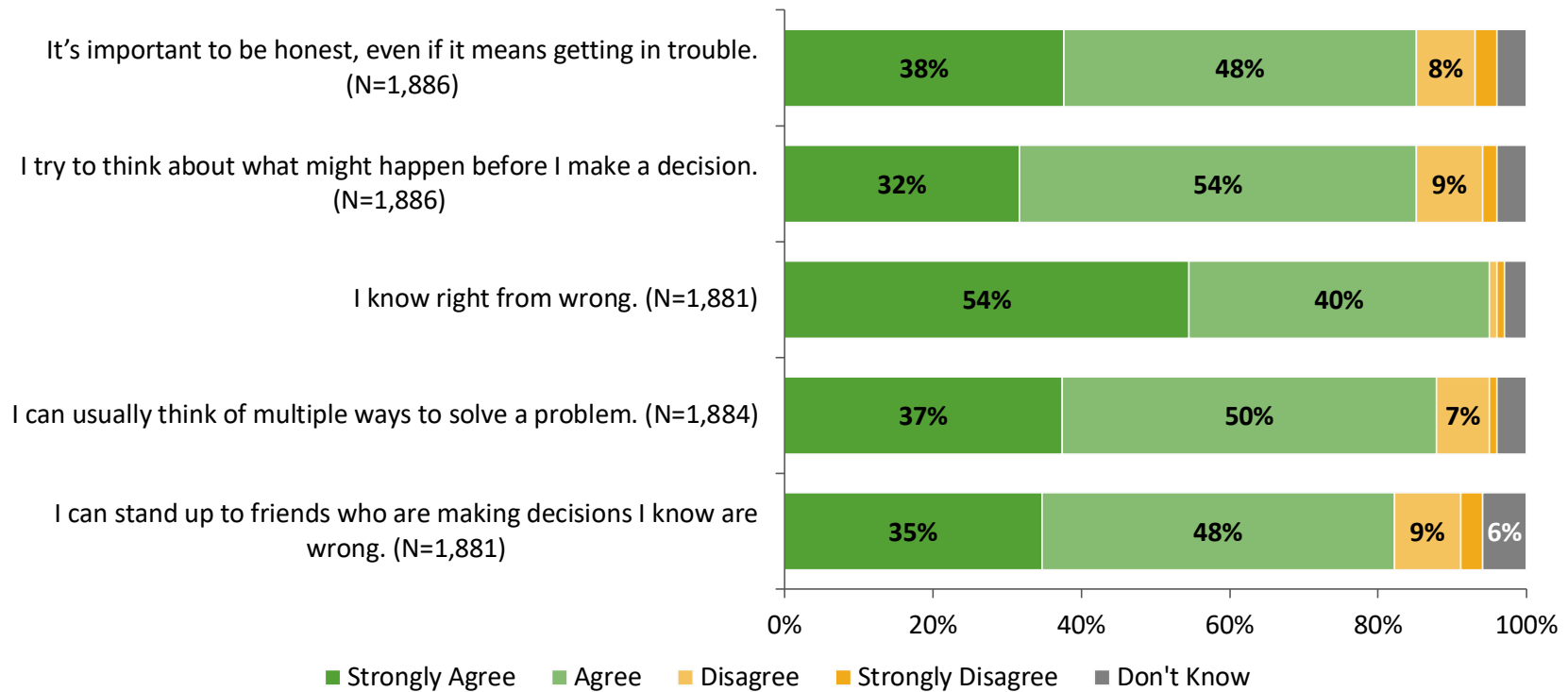
How strongly do you agree or disagree with the following statements?



33 *Disagreement on this item should be interpreted as positive.

Responsible Decision Making

How strongly do you agree or disagree with the following statements?



Key Insights

- The weighted scores for participating fifth and sixth graders were high than the scores for participating secondary students on feelings about school, cognitive engagement, self-awareness, and social awareness.
- Students receiving ELL services or free or reduced-price lunch had higher cognitive engagement scores than those who did not receive those services. The individualized attention students receive as part of participating in these programs may contribute to increased cognitive engagement.
- Relevance received the lowest scores in the cognitive engagement domain. In the relevance dimension, connecting what students are learning to the outside world received the lowest score, while students recognizing that what they are learning in school is important received the highest score. Providing students with opportunities to observe how the curriculum applies to the outside world may help improve this issue.
- Persistence received the lowest scores in the self-awareness domain. In the persistence dimension, students finishing what they start received the highest score, while students being patient when trying new activities received the lowest score. Rewarding students for continuing with new activities when they are being unsuccessful may help improve engagement in this area.
- Relationships with peers received the lowest score in the social awareness domain. Students thinking their friends try their best in school received the highest score and students thinking their friends like school received the lowest score. However, students self-report on liking school was 0.24 higher than students' perceptions of their friends feelings about school. Having students share what they like about school in a public forum may help students recognize their friends have a better perception of the school.



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www.k12insight.com

April 16, 2018

Dexter Community Schools Board of Education
7714 Ann Arbor Street
Dexter, Michigan 48130

Dear Superintendent and/or Members of the Board of Education:

I hereby submit my irrevocable resignation from my employment with the Dexter Community Schools effective June 14, 2018. I understand that my submission of this irrevocable resignation constitutes a final, irrevocable, and permanent surrender and relinquishment of my employment rights with the District.



Michelle Powers

4/27/18

April 23, 2018

Dr. Chris Timmis
Superintendent
Dexter Community Schools
7714 Ann Arbor St.
Dexter, MI, 48130

Dear Dr. Timmis and Dexter Board of Education members,

I am writing this letter to express my interest in taking a leave from my special education teaching position at Creekside Intermediate School for the 2018-2019 school year. I am planning to pursue my Master's full time in Educational Leadership and Policy at U of M. I would appreciate the opportunity to be able to return for the 2019-2020 school year if possible.

Thank you for your consideration. I appreciate all of your support and the opportunity to work in such a wonderful community.

Sincerely,

A handwritten signature in black ink that reads "Kelley Stearns". The signature is written in a cursive style with a large initial "K".

Kelley (Wier) Stearns
stearnsk@dexterschools.org

(contact info redacted)

Cc: Barb Santo, Tammy Reich, Anne Nakon, Jess Baese

Craig McCalla
Cornerstone Elementary
7480 Dan Hoey Rd.
Dexter, MI 48130

Dear Craig:

After 40 years as an educator, it is time for retirement. This letter is to give my resignation as a special education teacher consultant at Cornerstone Elementary as of June 13, 2018.

In the past four decades, I have had a wonderful opportunity to work with so many students. It has been very rewarding to see my students make progress on skills where they had previously struggled. This truly makes me feel accomplished with my career choice and my performance as well.

Teaching is the most rewarding career in the world. I have really enjoyed working with children and have always found something to smile about everyday. I plan to stay active either tutoring or volunteering with young people who need help, but not in a full time capacity.

I hope you accept my resignation and know that I have enjoyed these last 14 years teaching at Dexter Community Schools.

Best regards,



Catharine Koefoed-Smith



Board Monthly Financial Report

Fiscal Year to Date 03/31/18

| Sub Function Code | Amended Budget | Current Month Actual | Actual FYTD | Encumbrances | Budget - Actual | % Rec'd/Spent | Prior Year FYTD |
|--|------------------------|-----------------------|------------------------|---------------------|------------------------|---------------|------------------------|
| Fund(COA) 11 - General Fund | | | | | | | |
| Account Type Revenue | | | | | | | |
| Function Code R100 - Local Sources - 100 | | | | | | | |
| | 5,125,513.00 | 1,111,853.27 | 4,651,712.52 | .00 | 473,800.48 | 91 | 4,682,051.42 |
| Function Code R100 - Local Sources - 100 Totals | \$5,125,513.00 | \$1,111,853.27 | \$4,651,712.52 | \$0.00 | \$473,800.48 | 91 % | \$4,682,051.42 |
| Function Code R200 - Non-Education Sources - 200 | | | | | | | |
| | 5,254.00 | .00 | .00 | .00 | 5,254.00 | 0 | .00 |
| Function Code R200 - Non-Education Sources - 200 Totals | \$5,254.00 | \$0.00 | \$0.00 | \$0.00 | \$5,254.00 | 0 % | \$0.00 |
| Function Code R300 - State Sources - 300 | | | | | | | |
| | 29,472,561.00 | 2,656,732.05 | 16,543,549.08 | .00 | 12,929,011.92 | 56 | 15,417,914.06 |
| Function Code R300 - State Sources - 300 Totals | \$29,472,561.00 | \$2,656,732.05 | \$16,543,549.08 | \$0.00 | \$12,929,011.92 | 56 % | \$15,417,914.06 |
| Function Code R400 - Federal Sources - 400 | | | | | | | |
| | 1,310,766.00 | .00 | 450,389.35 | .00 | 860,376.65 | 34 | 1,790.89 |
| Function Code R400 - Federal Sources - 400 Totals | \$1,310,766.00 | \$0.00 | \$450,389.35 | \$0.00 | \$860,376.65 | 34 % | \$1,790.89 |
| Function Code R500 - ISD / Other Sources - 500 | | | | | | | |
| | 4,485,678.00 | .00 | 2,763,086.04 | .00 | 1,722,591.96 | 62 | 2,758,909.47 |
| Function Code R500 - ISD / Other Sources - 500 Totals | \$4,485,678.00 | \$0.00 | \$2,763,086.04 | \$0.00 | \$1,722,591.96 | 62 % | \$2,758,909.47 |
| Function Code R600 - In from other Funds - 600 | | | | | | | |
| | 218,592.00 | 71,781.25 | 150,096.33 | .00 | 68,495.67 | 69 | 76,335.98 |
| Function Code R600 - In from other Funds - 600 Totals | \$218,592.00 | \$71,781.25 | \$150,096.33 | \$0.00 | \$68,495.67 | 69 % | \$76,335.98 |
| Account Type Revenue Totals | \$40,618,364.00 | \$3,840,366.57 | \$24,558,833.32 | \$0.00 | \$16,059,530.68 | 60 % | \$22,937,001.82 |
| Account Type Expense | | | | | | | |
| Function Code 100 - Instruction | | | | | | | |
| Sub Function Code 110 - Basic Functions - 110 | 20,286,478.00 | 1,665,187.51 | 12,384,921.37 | 5,662.97 | 7,895,893.66 | 61 | 11,844,140.87 |
| Sub Function Code 120 - Added Needs - 120 | 4,150,898.00 | 332,295.29 | 2,495,348.62 | .00 | 1,655,549.38 | 60 | 2,283,842.90 |
| Function Code 100 - Instruction Totals | \$24,437,376.00 | \$1,997,482.80 | \$14,880,269.99 | \$5,662.97 | \$9,551,443.04 | 61 % | \$14,127,983.77 |
| Function Code 200 - Supporting Services | | | | | | | |
| Sub Function Code 210 - Support Services-Pupil - 210 | 4,418,275.00 | 361,737.50 | 2,741,744.59 | 45,241.65 | 1,631,288.76 | 62 | 2,484,542.31 |
| Sub Function Code 220 - Support Services-Instructional - 220 | 2,092,303.00 | 176,671.74 | 1,532,816.16 | 16,182.84 | 543,304.00 | 73 | 1,408,134.18 |
| Sub Function Code 230 - Support Services-Administration - 230 | 765,109.00 | 56,319.12 | 559,688.98 | 503.50 | 204,916.52 | 73 | 461,181.91 |
| Sub Function Code 240 - Support Services-School Admin - 240 | 2,305,412.00 | 186,459.88 | 1,666,554.21 | .00 | 638,857.79 | 72 | 1,609,989.00 |
| Sub Function Code 250 - Support Services-Business - 250 | 685,380.00 | 46,077.87 | 471,755.74 | .00 | 213,624.26 | 69 | 439,011.20 |
| Sub Function Code 260 - Operations and Maintenance - 260 | 3,585,818.00 | 335,196.39 | 2,586,332.48 | 239,030.45 | 760,455.07 | 72 | 2,621,530.89 |
| Sub Function Code 270 - Pupil Transportation - 270 | 1,603,298.00 | 118,761.37 | 1,047,603.42 | 27,658.15 | 528,036.43 | 65 | 1,073,791.09 |
| Sub Function Code 280 - Support Services-Central - 280 | 287,458.00 | 23,201.07 | 209,552.42 | .00 | 77,905.58 | 73 | 204,347.26 |
| Function Code 200 - Supporting Services Totals | \$15,743,053.00 | \$1,304,424.94 | \$10,816,048.00 | \$328,616.59 | \$4,598,388.41 | 69 % | \$10,302,527.84 |
| Function Code 300 - Community Services | | | | | | | |
| Sub Function Code 320 - Community Recreation - 320 | 264,196.00 | 29,599.99 | 217,803.44 | 17,535.89 | 28,856.67 | 82 | 242,203.87 |
| Sub Function Code 330 - Community Activities - 330 | .00 | .00 | .00 | .00 | .00 | +++ | 1,757.89 |
| Sub Function Code 350 - Care of Children - 350 | .00 | .00 | .00 | .00 | .00 | +++ | .00 |
| Sub Function Code 370 - Non Public School Pupils - 370 | 10,261.00 | .00 | .00 | .00 | 10,261.00 | 0 | .00 |
| Sub Function Code 390 - Other Community Services - 390 | (10,261.00) | .00 | .00 | .00 | (10,261.00) | 0 | .00 |
| Function Code 300 - Community Services Totals | \$264,196.00 | \$29,599.99 | \$217,803.44 | \$17,535.89 | \$28,856.67 | 82 % | \$243,961.76 |
| Function Code 400 - Government Agencies & Prior Period | | | | | | | |
| Sub Function Code 400 - Other Government Agencies - 400 | .00 | .00 | .00 | .00 | .00 | +++ | .00 |
| Function Code 400 - Government Agencies & Prior Period Totals | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | +++ | \$0.00 |
| Function Code 500-600 - Other Financing Uses | | | | | | | |
| Sub Function Code 600 - Fund Modifications - 600 | 545,426.00 | 100,000.00 | 300,000.00 | .00 | 245,426.00 | 55 | 220,000.00 |



Board Monthly Financial Report

Fiscal Year to Date 03/31/18

| Sub Function Code | Amended Budget | Current Month Actual | Actual FYTD | Encumbrances | Budget - Actual | % Rec'd/Spent | Prior Year FYTD |
|--|-----------------|----------------------|------------------|----------------|-----------------|---------------|------------------|
| Function Code 500-600 - Other Financing Uses Totals | \$545,426.00 | \$100,000.00 | \$300,000.00 | \$0.00 | \$245,426.00 | 55 % | \$220,000.00 |
| Account Type Expense Totals | \$40,990,051.00 | \$3,431,507.73 | \$26,214,121.43 | \$351,815.45 | \$14,424,114.12 | 64 % | \$24,894,473.37 |
| Fund(COA) 11 - General Fund Totals | (\$371,687.00) | \$408,858.84 | (\$1,655,288.11) | (\$351,815.45) | \$1,635,416.56 | 445 % | (\$1,957,471.55) |



Board Monthly Financial Report

Fiscal Year to Date 03/31/18

| Sub Function Code | Amended Budget | Current Month Actual | Actual FYTD | Encumbrances | Budget - Actual | % Rec'd/Spent | Prior Year FYTD |
|---|-----------------------|----------------------|-----------------------|----------------------|---------------------|------------------|-----------------------|
| Fund(COA) 23 - Community Service Fund | | | | | | | |
| Account Type Revenue | | | | | | | |
| Function Code R100 - Local Sources - 100 | | | | | | | |
| | 2,014,800.00 | 179,228.36 | 1,567,524.63 | .00 | 447,275.37 | 78 | 1,654,079.06 |
| Function Code R100 - Local Sources - 100 Totals | \$2,014,800.00 | \$179,228.36 | \$1,567,524.63 | \$0.00 | \$447,275.37 | 78 % | \$1,654,079.06 |
| Function Code R300 - State Sources - 300 | | | | | | | |
| | 47,068.00 | .00 | .25 | .00 | 47,067.75 | 0 | 15,266.39 |
| Function Code R300 - State Sources - 300 Totals | \$47,068.00 | \$0.00 | \$0.25 | \$0.00 | \$47,067.75 | 0 % | \$15,266.39 |
| Function Code R400 - Federal Sources - 400 | | | | | | | |
| | 125,000.00 | 18,777.99 | 93,855.05 | .00 | 31,144.95 | 75 | 73,946.46 |
| Function Code R400 - Federal Sources - 400 Totals | \$125,000.00 | \$18,777.99 | \$93,855.05 | \$0.00 | \$31,144.95 | 75 % | \$73,946.46 |
| Function Code R500 - ISD / Other Sources - 500 | | | | | | | |
| | .00 | .00 | .00 | .00 | .00 | +++ | .00 |
| Function Code R500 - ISD / Other Sources - 500 Totals | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | +++ | \$0.00 |
| Function Code R600 - In from other Funds - 600 | | | | | | | |
| | 545,426.00 | 100,000.00 | 300,000.00 | .00 | 245,426.00 | 55 | 220,000.00 |
| Function Code R600 - In from other Funds - 600 Totals | \$545,426.00 | \$100,000.00 | \$300,000.00 | \$0.00 | \$245,426.00 | 55 % | \$220,000.00 |
| Account Type Revenue Totals | \$2,732,294.00 | \$298,006.35 | \$1,961,379.93 | \$0.00 | \$770,914.07 | 72 % | \$1,963,291.91 |
| Account Type Expense | | | | | | | |
| Function Code 100 - Instruction | | | | | | | |
| Sub Function Code 110 - Basic Functions - 110 | 183,590.00 | 16,335.84 | 127,148.08 | .00 | 56,441.92 | 69 | 105,259.09 |
| Function Code 100 - Instruction Totals | \$183,590.00 | \$16,335.84 | \$127,148.08 | \$0.00 | \$56,441.92 | 69 % | \$105,259.09 |
| Function Code 200 - Supporting Services | | | | | | | |
| Sub Function Code 220 - Support Services-Instructional - 220 | 7,075.00 | 125.29 | 4,859.57 | .00 | 2,215.43 | 69 | 251.10 |
| Sub Function Code 250 - Support Services-Business - 250 | .00 | .00 | .00 | .00 | .00 | +++ | .00 |
| Sub Function Code 260 - Operations and Maintenance - 260 | 66,850.00 | 3,342.30 | 44,580.41 | 9,550.49 | 12,719.10 | 67 | 45,678.10 |
| Sub Function Code 270 - Pupil Transportation - 270 | 134,000.00 | 32,532.69 | 68,217.61 | 5,210.00 | 60,572.39 | 51 | 51,243.47 |
| Sub Function Code 290 - Support Services-Other - 290 | 678,276.00 | 101,151.63 | 475,333.32 | .00 | 202,942.68 | 70 | 543,328.44 |
| Function Code 200 - Supporting Services Totals | \$886,201.00 | \$137,151.91 | \$592,990.91 | \$14,760.49 | \$278,449.60 | 67 % | \$640,501.11 |
| Function Code 300 - Community Services | | | | | | | |
| Sub Function Code 310 - Community Services Direction - 310 | 302,808.00 | 21,863.51 | 205,097.56 | .00 | 97,710.44 | 68 | 199,785.57 |
| Sub Function Code 320 - Community Recreation - 320 | 381,702.00 | 28,770.10 | 272,183.02 | 42,118.95 | 67,400.03 | 71 | 289,692.34 |
| Sub Function Code 350 - Care of Children - 350 | 768,459.00 | 61,843.55 | 542,179.43 | .00 | 226,279.57 | 71 | 615,840.13 |
| Sub Function Code 390 - Other Community Services - 390 | 125,000.00 | 18,777.99 | 97,613.90 | .00 | 27,386.10 | 78 | 77,033.35 |
| Function Code 300 - Community Services Totals | \$1,577,969.00 | \$131,255.15 | \$1,117,073.91 | \$42,118.95 | \$418,776.14 | 71 % | \$1,182,351.39 |
| Function Code 500-600 - Other Financing Uses | | | | | | | |
| Sub Function Code 600 - Fund Modifications - 600 | 84,524.00 | 25,543.75 | 58,902.49 | .00 | 25,621.51 | 70 | 62,027.27 |
| Function Code 500-600 - Other Financing Uses Totals | \$84,524.00 | \$25,543.75 | \$58,902.49 | \$0.00 | \$25,621.51 | 70 % | \$62,027.27 |
| Account Type Expense Totals | \$2,732,284.00 | \$310,286.65 | \$1,896,115.39 | \$56,879.44 | \$779,289.17 | 69 % | \$1,990,138.86 |
| Fund(COA) 23 - Community Service Fund Totals | \$10.00 | (\$12,280.30) | \$65,264.54 | (\$56,879.44) | (\$8,375.10) | 652,645 % | (\$26,846.95) |



Board Monthly Financial Report

Fiscal Year to Date 03/31/18

| Sub Function Code | Amended Budget | Current Month Actual | Actual FYTD | Encumbrances | Budget - Actual | % Rec'd/Spent | Prior Year FYTD |
|--|-----------------------|----------------------|-----------------------|-----------------------|---------------------|------------------|---------------------|
| Fund(COA) 25 - School Lunch Fund | | | | | | | |
| Account Type Revenue | | | | | | | |
| Function Code R100 - Local Sources - 100 | | | | | | | |
| | 1,034,958.00 | 102,779.60 | 733,717.88 | .00 | 301,240.12 | 71 | 764,710.97 |
| Function Code R100 - Local Sources - 100 Totals | \$1,034,958.00 | \$102,779.60 | \$733,717.88 | \$0.00 | \$301,240.12 | 71 % | \$764,710.97 |
| Function Code R300 - State Sources - 300 | | | | | | | |
| | 58,200.00 | 6,132.36 | 39,710.64 | .00 | 18,489.36 | 68 | 28,960.60 |
| Function Code R300 - State Sources - 300 Totals | \$58,200.00 | \$6,132.36 | \$39,710.64 | \$0.00 | \$18,489.36 | 68 % | \$28,960.60 |
| Function Code R400 - Federal Sources - 400 | | | | | | | |
| | 272,655.00 | 40,666.43 | 127,230.31 | .00 | 145,424.69 | 47 | 112,638.04 |
| Function Code R400 - Federal Sources - 400 Totals | \$272,655.00 | \$40,666.43 | \$127,230.31 | \$0.00 | \$145,424.69 | 47 % | \$112,638.04 |
| Function Code R500 - ISD / Other Sources - 500 | | | | | | | |
| | 109,000.00 | 10,542.87 | 64,119.55 | .00 | 44,880.45 | 59 | 66,707.75 |
| Function Code R500 - ISD / Other Sources - 500 Totals | \$109,000.00 | \$10,542.87 | \$64,119.55 | \$0.00 | \$44,880.45 | 59 % | \$66,707.75 |
| Account Type Revenue Totals | \$1,474,813.00 | \$160,121.26 | \$964,778.38 | \$0.00 | \$510,034.62 | 65 % | \$973,017.36 |
| Account Type Expense | | | | | | | |
| Function Code 200 - Supporting Services | | | | | | | |
| Sub Function Code 210 - Support Services-Pupil - 210 | .00 | .00 | .00 | .00 | .00 | +++ | .00 |
| Sub Function Code 260 - Operations and Maintenance - 260 | 2,415.00 | 240.65 | 2,192.50 | .00 | 222.50 | 91 | 1,629.61 |
| Sub Function Code 290 - Support Services-Other - 290 | 1,338,271.00 | 113,076.29 | 909,745.87 | 245,992.47 | 182,532.66 | 68 | 883,856.55 |
| Function Code 200 - Supporting Services Totals | \$1,340,686.00 | \$113,316.94 | \$911,938.37 | \$245,992.47 | \$182,755.16 | 68 % | \$885,486.16 |
| Function Code 500-600 - Other Financing Uses | | | | | | | |
| Sub Function Code 600 - Fund Modifications - 600 | 134,068.00 | 46,237.50 | 91,193.84 | .00 | 42,874.16 | 68 | 88,931.68 |
| Function Code 500-600 - Other Financing Uses Totals | \$134,068.00 | \$46,237.50 | \$91,193.84 | \$0.00 | \$42,874.16 | 68 % | \$88,931.68 |
| Account Type Expense Totals | \$1,474,754.00 | \$159,554.44 | \$1,003,132.21 | \$245,992.47 | \$225,629.32 | 68 % | \$974,417.84 |
| Fund(COA) 25 - School Lunch Fund Totals | \$59.00 | \$566.82 | (\$38,353.83) | (\$245,992.47) | \$284,405.30 | -65,006 % | (\$1,400.48) |



Board Monthly Financial Report

Fiscal Year to Date 03/31/18

| Sub Function Code | Amended Budget | Current Month Actual | Actual FYTD | Encumbrances | Budget - Actual | % Rec'd/Spent | Prior Year FYTD |
|---|-----------------|----------------------|-----------------|--------------|------------------|---------------|-----------------|
| Fund(COA) 30 - Debt Retirement Fund | | | | | | | |
| Account Type Revenue | | | | | | | |
| Function Code R100 - Local Sources - 100 | | | | | | | |
| | 10,779,319.00 | 1,288,986.96 | 10,426,073.24 | .00 | 353,245.76 | 97 | 10,143,798.59 |
| Function Code R100 - Local Sources - 100 Totals | \$10,779,319.00 | \$1,288,986.96 | \$10,426,073.24 | \$0.00 | \$353,245.76 | 97 % | \$10,143,798.59 |
| Function Code R300 - State Sources - 300 | | | | | | | |
| | .00 | 192,448.11 | 192,448.11 | .00 | (192,448.11) | +++ | 164,479.71 |
| Function Code R300 - State Sources - 300 Totals | \$0.00 | \$192,448.11 | \$192,448.11 | \$0.00 | (\$192,448.11) | +++ | \$164,479.71 |
| Function Code R500 - ISD / Other Sources - 500 | | | | | | | |
| | 377,488.00 | .00 | .00 | .00 | 377,488.00 | 0 | 1,110,170.00 |
| Function Code R500 - ISD / Other Sources - 500 Totals | \$377,488.00 | \$0.00 | \$0.00 | \$0.00 | \$377,488.00 | 0 % | \$1,110,170.00 |
| Function Code R600 - In from other Funds - 600 | | | | | | | |
| | .00 | .00 | .00 | .00 | .00 | +++ | .00 |
| Function Code R600 - In from other Funds - 600 Totals | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | +++ | \$0.00 |
| Account Type Revenue Totals | \$11,156,807.00 | \$1,481,435.07 | \$10,618,521.35 | \$0.00 | \$538,285.65 | 95 % | \$11,418,448.30 |
| Account Type Expense | | | | | | | |
| Function Code 200 - Supporting Services | | | | | | | |
| Sub Function Code 250 - Support Services-Business - 250 | 51,000.00 | .00 | 17,389.61 | .00 | 33,610.39 | 34 | 14,836.32 |
| Function Code 200 - Supporting Services Totals | \$51,000.00 | \$0.00 | \$17,389.61 | \$0.00 | \$33,610.39 | 34 % | \$14,836.32 |
| Function Code 500-600 - Other Financing Uses | | | | | | | |
| Sub Function Code 500 - Debt Service - 500 | 11,105,807.00 | .00 | 1,429,240.63 | .00 | 9,676,566.37 | 13 | 2,081,509.38 |
| Function Code 500-600 - Other Financing Uses Totals | \$11,105,807.00 | \$0.00 | \$1,429,240.63 | \$0.00 | \$9,676,566.37 | 13 % | \$2,081,509.38 |
| Account Type Expense Totals | \$11,156,807.00 | \$0.00 | \$1,446,630.24 | \$0.00 | \$9,710,176.76 | 13 % | \$2,096,345.70 |
| Fund(COA) 30 - Debt Retirement Fund Totals | \$0.00 | \$1,481,435.07 | \$9,171,891.11 | \$0.00 | (\$9,171,891.11) | +++ | \$9,322,102.60 |



Board Monthly Financial Report

Fiscal Year to Date 03/31/18

| Sub Function Code | Amended Budget | Current Month Actual | Actual FYTD | Encumbrances | Budget - Actual | % Rec'd/Spent | Prior Year FYTD |
|--|----------------|----------------------|-------------------------|----------------------|-------------------------|---------------|-----------------|
| Fund(COA) 47 - 2017 Capital Projects Fund | | | | | | | |
| Account Type Revenue | | | | | | | |
| Function Code R100 - Local Sources - 100 | | | | | | | |
| | .00 | .00 | .00 | .00 | .00 | +++ | .00 |
| Function Code R100 - Local Sources - 100 Totals | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | +++ | \$0.00 |
| Account Type Revenue Totals | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | +++ | \$0.00 |
| Account Type Expense | | | | | | | |
| Function Code 200 - Supporting Services | | | | | | | |
| Sub Function Code 230 - Support Services-Administration - 230 | .00 | .00 | 19,077.60 | .00 | (19,077.60) | +++ | .00 |
| Sub Function Code 250 - Support Services-Business - 250 | .00 | .00 | .00 | .00 | .00 | +++ | .00 |
| Sub Function Code 260 - Operations and Maintenance - 260 | .00 | .00 | 9,765.00 | .00 | (9,765.00) | +++ | .00 |
| Sub Function Code 270 - Pupil Transportation - 270 | .00 | .00 | .00 | .00 | .00 | +++ | .00 |
| Sub Function Code 280 - Support Services-Central - 280 | .00 | .00 | 610,555.00 | .00 | (610,555.00) | +++ | .00 |
| Function Code 200 - Supporting Services Totals | \$0.00 | \$0.00 | \$639,397.60 | \$0.00 | (\$639,397.60) | +++ | \$0.00 |
| Function Code 400 - Government Agencies & Prior Period | | | | | | | |
| Sub Function Code 400 - Other Government Agencies - 400 | .00 | .00 | 2,474,725.22 | 16,448.14 | (2,491,173.36) | +++ | .00 |
| Function Code 400 - Government Agencies & Prior Period Totals | \$0.00 | \$0.00 | \$2,474,725.22 | \$16,448.14 | (\$2,491,173.36) | +++ | \$0.00 |
| Function Code 500-600 - Other Financing Uses | | | | | | | |
| Sub Function Code 500 - Debt Service - 500 | .00 | .00 | .00 | .00 | .00 | +++ | .00 |
| Function Code 500-600 - Other Financing Uses Totals | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | +++ | \$0.00 |
| Account Type Expense Totals | \$0.00 | \$0.00 | \$3,114,122.82 | \$16,448.14 | (\$3,130,570.96) | +++ | \$0.00 |
| Fund(COA) 47 - 2017 Capital Projects Fund Totals | \$0.00 | \$0.00 | (\$3,114,122.82) | (\$16,448.14) | \$3,130,570.96 | +++ | \$0.00 |



Board Monthly Financial Report

Fiscal Year to Date 03/31/18

| Sub Function Code | Amended Budget | Current Month Actual | Actual FYTD | Encumbrances | Budget - Actual | % Rec'd/Spent | Prior Year FYTD |
|--|------------------------|----------------------|---------------------|---------------------|------------------------|---------------|---------------------|
| Fund(COA) 48 - 2008 Capital Projects Fund | | | | | | | |
| Account Type Revenue | | | | | | | |
| Function Code R100 - Local Sources - 100 | | | | | | | |
| | 2,463,606.00 | 1,673.03 | 7,888.31 | .00 | 2,455,717.69 | 0 | 9,994.66 |
| Function Code R100 - Local Sources - 100 Totals | \$2,463,606.00 | \$1,673.03 | \$7,888.31 | \$0.00 | \$2,455,717.69 | 0 % | \$9,994.66 |
| Function Code R500 - ISD / Other Sources - 500 | | | | | | | |
| | 47,890,000.00 | .00 | .00 | .00 | 47,890,000.00 | 0 | .00 |
| Function Code R500 - ISD / Other Sources - 500 Totals | \$47,890,000.00 | \$0.00 | \$0.00 | \$0.00 | \$47,890,000.00 | 0 % | \$0.00 |
| Account Type Revenue Totals | | | | | | | |
| | \$50,353,606.00 | \$1,673.03 | \$7,888.31 | \$0.00 | \$50,345,717.69 | 0 % | \$9,994.66 |
| Account Type Expense | | | | | | | |
| Function Code 200 - Supporting Services | | | | | | | |
| Sub Function Code 250 - Support Services-Business - 250 | 441,844.00 | .00 | .00 | .00 | 441,844.00 | 0 | .00 |
| Sub Function Code 260 - Operations and Maintenance - 260 | .00 | .00 | .00 | .00 | .00 | +++ | .00 |
| Sub Function Code 270 - Pupil Transportation - 270 | 6,162,000.00 | .00 | 366,610.00 | .00 | 5,795,390.00 | 6 | .00 |
| Sub Function Code 280 - Support Services-Central - 280 | 10,219,490.00 | .00 | 502,785.30 | 198,986.25 | 9,517,718.45 | 5 | 692,098.05 |
| Function Code 200 - Supporting Services Totals | \$16,823,334.00 | \$0.00 | \$869,395.30 | \$198,986.25 | \$15,754,952.45 | 5 % | \$692,098.05 |
| Function Code 400 - Government Agencies & Prior Period | | | | | | | |
| Sub Function Code 400 - Other Government Agencies - 400 | 33,254,447.00 | 41,909.00 | 180,259.54 | 2,294.90 | 33,071,892.56 | 1 | 82,842.48 |
| Function Code 400 - Government Agencies & Prior Period Totals | \$33,254,447.00 | \$41,909.00 | \$180,259.54 | \$2,294.90 | \$33,071,892.56 | 1 % | \$82,842.48 |
| Function Code 500-600 - Other Financing Uses | | | | | | | |
| Sub Function Code 500 - Debt Service - 500 | 275,825.00 | .00 | .00 | .00 | 275,825.00 | 0 | .00 |
| Function Code 500-600 - Other Financing Uses Totals | \$275,825.00 | \$0.00 | \$0.00 | \$0.00 | \$275,825.00 | 0 % | \$0.00 |
| Account Type Expense Totals | | | | | | | |
| | \$50,353,606.00 | \$41,909.00 | \$1,049,654.84 | \$201,281.15 | \$49,102,670.01 | 2 % | \$774,940.53 |
| Fund(COA) 48 - 2008 Capital Projects Fund Totals | | | | | | | |
| | \$0.00 | (\$40,235.97) | (\$1,041,766.53) | (\$201,281.15) | \$1,243,047.68 | +++ | (\$764,945.87) |
| Grand Totals | | | | | | | |
| | (\$371,618.00) | \$1,838,344.46 | \$3,387,624.36 | (\$872,416.65) | (\$2,886,825.71) | -912 % | \$6,571,437.75 |



BYLAWS AND POLICIES

Policy 1421/3121/4121- Criminal History Record Check (New/Revised)

Policy 1421 has been added as new and includes revisions made to Policy 3121/4121. These policies have been revised to be consistent with Policy 8321-Criminal Justice Information Security (Non-Criminal Justice Agency), which requires criminal history record information (CHRI) to be maintained in a confidential file, separate from the employee file.

This revision reflects the current state of the law and should be adopted to maintain accurate policies.

Policy 1439/3139/4139 - Administrator/Staff Discipline (New/Revised)

Policy 1439 has been added as new and includes revisions similar to those made to Policy 3139/4139. A provision has been added to authorize a financial penalty as may be required by MCL 388.1766 (referring or assisting a student for an abortion). Other language revisions are intended to provide concise and consistent disciplinary action, when necessary.

These revisions reflect the current state of the law and should be adopted to maintain accurate policies.

Policy 2410 - Prohibition of Referral or Assistance (New)

This new policy is issued in accordance with MCL 388.1766 which prohibits any officer, agent, or employee of the Board from referring a pupil for an abortion or assisting a pupil in obtaining an abortion. The law requires the district to adopt such a policy by the start of the 2019-2020 school year. Therefore, immediate action is not required, but early discussion with the Board, district legal counsel, and collective bargaining units on this topic should take place soon.

Consideration of this policy and its implications is recommended.



Policy 2414 - Reproductive Health and Family Planning (Revised)

This policy has been revised to include the abortion prohibition cited in Michigan statute and to focus on the specific requirements for the reproductive health and family planning instruction that is required.

These revisions reflect the current state of the law and should be adopted to maintain accurate policies.

Policy 5630.01 - Student Seclusion and Restraint (Replacement)

This policy was issued as a replacement policy in a Special Release in May 2017. It reflects the current state of the law and the model policy adopted by the State Board of Education on March 14, 2017 and should be adopted to maintain accurate policies.

Policy 8142 - Criminal History Record Check (Revised)

This policy has been revised to be consistent with Policy 8321- Criminal Justice Information Security (Non-Criminal Justice Agency), which requires criminal history record information (CHRI) to be maintained in a confidential file, separate from the vendor or private contractor file.

This revision reflects the current state of the law and should be adopted to maintain accurate policies.

Policy 8321 - Criminal Justice Information Security (Non-Criminal Justice Agency) (Revised)

This policy has been revised to include the latest revisions to information security required of criminal history record information (CHRI) required by the Federal Bureau of Investigation (FBI) and the Michigan State Police (MSP).

These revisions reflect the current state of federal and state regulations and should be adopted to maintain accurate policies.



NEOLA of MICHIGAN
LOCAL TEMPLATES

NEOLA, Inc.

SPECIAL RELEASE - SEPTEMBER, 2017

TECHNOLOGY COLLECTION - PHASE III (MICHIGAN)

OVERVIEW AND COMMENTS

District-Specific Material

Although the proposed (New) and (Revised) policies included in this collection have been thoughtfully prepared and reviewed by NEOLA's legal counsel for statutory compliance, it is the responsibility of each district to decide which policies and the specific language to include in its own unique policy collection. If the district makes changes, or substitutes in its entirety policies or other materials of the district's own drafting, those materials should be reviewed by the district's legal counsel to verify compliance. NEOLA does not review district-specific edits to update materials or District-specific policies for statutory compliance.

If the District chooses to adopt a (New) policy or guideline or incorporate District-specific material into an existing policy or guideline other than what has been proposed by NEOLA, then the District agrees to hold NEOLA harmless for those District-specific edits and acknowledges that NEOLA's warranty for legal challenges to that District-specific language in that policy or guideline will not be in effect. In addition, NEOLA retains ownership of the text from the original policy template that remains in a policy to which District-specific material has been added. District-specific materials include the following:

- A. Materials from the District's existing materials that the District requests be incorporated during the drafting process;
- B. (New) materials that the District develops in their entirety and exclusive of NEOLA; and
- C. Revisions or deletions that substantively depart from NEOLA's templates.



NEOLA of MICHIGAN

LOCAL TEMPLATES

Further, NEOLA does not recommend the use or incorporation of District-specific materials. NEOLA will, at the request of the District, incorporate District-specific materials into the licensed materials, with the implicit understanding that the District bears all risks associated with the District's decision to request that such District-specific materials be incorporated. NEOLA reserves the right to, but is not obligated to, advise the District to seek its own legal review of District-specific materials.

This Special Release includes:

BYLAWS AND POLICIES

- Policy 7540.03 - Student Technology Acceptable Use and Safety (Revised)
- Policy 7540.04 - Staff Technology Acceptable Use and Safety (Revised)
- Policy 7540.05 - District-Issued Staff E-Mail Account (Revised)
- Policy 7540.06 - District-Issued Student E-Mail Account (New)



It's all about Literacy

“To be a writer, you have to be a reader.”

To be a reader, you have to be a writer.”

*Adapted from Lucy Calkins,
Columbia University*

A Balanced Literacy Approach

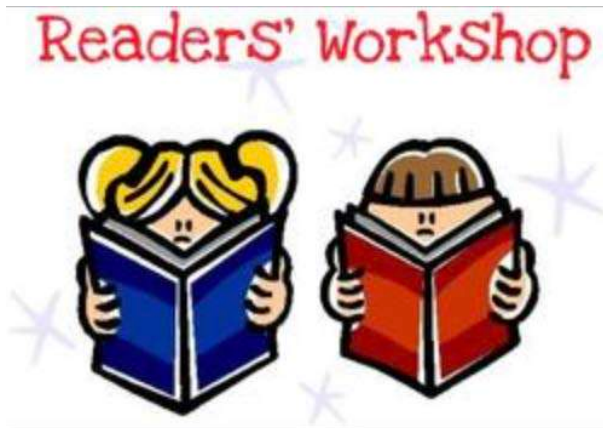
- Allows differentiation and personalization instruction for students at various levels
- Embeds reading and writing skills into other subject areas
- Includes comprehension, reading fluency, speaking and listening, word study and writing
- Exposes students to a variety of genres, text styles, and authors
- Aligned to Common Core

*Creating Powerful
Instructional
Frameworks
to
Support
ALL Readers*



Workshop Model

The Workshop Model is key to our instructional practice and includes the following components which are essential to a balanced literacy approach:



- Read Aloud
- Mini-Lesson
- Guided Reading
- Conferencing
- Shared Reading
- Word Study

- Interactive writing
- Shared writing
- Mini-lesson
- Strategy groups
- Conferencing



A Balanced Literacy Approach

| Focus Year | Literacy Strand |
|-------------------|---|
| 2014/2015 | Reading Comprehension – Making Meaning |
| 2015/2016 | Writing Assessment – Writing Pathways Rubrics |
| 2016-2020 | Writer’s Workshop – Units of Study Writing |
| 2017-2021 | Reader’s Workshop Pilot – Units of Study Reading |



Reading Pilot Timeline

- **Fall 2017:** 2 Units of Study teacher kits were purchased for each grade level to pilot
- **Fall 2017-Winter 2018:** Teachers voluntarily piloted lessons and units
- **January 2018:** Teachers in grades K-6 were surveyed regarding U o S
- **February 2018:** Feedback shared with K-6 literacy team and decision made to continue with Units of Study Reading

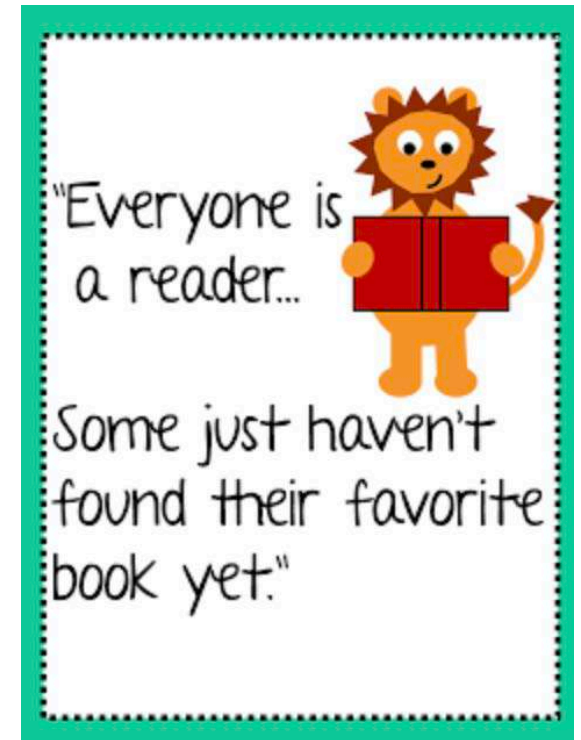


Units of Study Reading:

- Provides a comprehensive, cross-grade curriculum in which skills are introduced, developed, and deepened from Y5-grade 6
- Supports explicit instruction in reading skills and strategies and offers extended time for reading
- Provides strategic performance assessments to help teachers monitor progress, provide feedback, and help students set clear goals for their reading work
- Gives teachers on-the-job guidance in powerful reading workshop teaching

Students Learn to:

- Read a wide variety of complex texts
- Read for key ideas, author's craft, and structure
- Conduct comparative textual analysis
- Cite textual evidence
- Engage in conversations about texts



Teacher Feedback

PROS

All staff surveyed reported Units of Study was an effective Reading program for students in their classes.

All staff reported it provided consistency with UoS Writing.

Students are hearing the same language throughout writing and reading, so they're learning the vocabulary and strategies quickly. The reading and writing are constantly reinforcing one another.

My students have a deeper understanding of literacy.

CONS

The units are time consuming to plan at first...it will take a year of planning and being comfortable with the material to get more efficient as a planner!

Many supplemental lessons have needed to be created in order to bridge the gaps students have because it is their first year with the program.

Embedded professional development and Literacy Coach will be needed to help support teachers in doing this.

We need more books to support the units - a lot more.
My classroom library is sufficiently lacking in the books needed to teach the units properly.

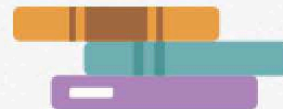
Supporting Readers in the classroom



- The International Reading Association recommends 7-10 books per child to start a classroom library.
- A classroom teacher should add 2-4 books per child each year to continue build a current, high interest library.
- Fountas and Pinnell recommend a library of 300-600 books in a classroom library.

What does this look like in the classroom?

- | | |
|--------------------------------|-------------------------|
| • Fountas & Pinnell Levels A-G | 10-12 Books per student |
| • Fountas & Pinnell Levels G-J | 8-10 Books per student |
| • Fountas & Pinnell Levels J-M | 5-8 Books per student |
| • Fountas & Pinnell Levels M+ | 4-5 Books per student |



Updates to Building and Classroom libraries needed

| Grade Levels | # of teachers | Cost to update classroom libraries | Cost to update building "shelves" | Total Cost |
|--------------|---------------|------------------------------------|-----------------------------------|------------|
| Y5-2 | 38 | \$19,000 | \$20,000 | \$39,000 |
| 3-4 | 20 | \$10,000 | \$10,000 | \$20,000 |
| 5-6 | 20 | \$10,000 | \$10,000 | \$20,000 |
| | | | TOTAL INVESTMENT | \$79,000 |

Professional Development



- Embedded and sustained with coaches and consultants
- Continuing during the 2018/2019 school year

Thank you to our ELA staff!

Bates teachers

Cornerstone teachers

Wylie teachers

Creekside teachers

- The Literacy Team:

- Laura Armbruster
- Emily Arbour
- Ryan Bruder
- Eleanor Budd
- Kris Bowman
- Kate Boynton
- Karen Eby
- Kelli Gatecliff
- Lisa Glover
- Stacey Keeler
- Ashley Kerns
- Cheryl Kessler
- Nicole Leonard

- Craig McCalla
- Anne Nakon
- Karen Porter
- Tammy Reich
- Jessica Savoni
- Kaitlin Schmoekel
- Katie See
- Mollie Sharrar
- Stacy Shields
- Sandy Sloan
- Vicki Smith
- Wendy Steadman
- Kelly Stearns
- Jennifer Suppes

In Closing

“This series builds on decades of teaching and research—in literally tens of thousands of schools. In states across the country, this curriculum has already given young people extraordinary power, not only as readers, but also as thinkers. When young people are explicitly taught the skills and strategies of proficient reading and are invited to live as richly literate people do, carrying books everywhere, bringing reading into every nook and corner of their lives, the results are dramatic.”

Lucy Calkins

Teacher's College Writing and Reading Project

Columbia University, New York



Dexter Community Schools
Board of Education
Executive Summary and Recommendation

Purpose: Update classroom and building libraries for students in young fives through sixth grade.

Explanation: Throughout our professional development with reader's workshop, our teachers have been focusing on best practices with balanced reading instruction. In order for teachers to personalize instruction and integrate multiple subject areas into the literacy block, they need updated student libraries in their classrooms. We would like to support classroom libraries to include books that have current Science, Math and Social Studies alignment, and address cultural diversity, justice issues and civic engagement.

Research suggests teachers should have 300-600 high interest books in their classroom, and should add at least an additional two to four books per year, per student to maintain interest in reading. While some of our teachers have this number in their classes, many do not. Many of our teachers have purchased classroom books with their own money or with book fair coupons during their years of teaching. Especially with our newer teachers, they need help in building their libraries to support readers at various levels.

In addition to classroom libraries, subject specific books are needed to update our building libraries for teachers to share and align our instruction to the Common Core State Standards. Book companies have created "shelves" of subject specific books that are aligned to Next Generation Science Standards, Common Core Math and ELA Standards and C3 Social Studies standards by grade level. With approval for purchase, buildings can purchase "shelves" to update their non-fiction, informational text resources.

Recommendation:

The ELA and Instructional departments would like to recommend the purchase of updated reading libraries for the 2018/19 school year. The recommendation is not to exceed \$500 per teacher and \$10,000 per building. Books will be purchased through Booksource, which provides a 25% discount and free shipping.

The prices are as follows:

\$10,000 per school for shelves: \$40,000

\$500 per teacher for classroom books: \$39,000

Total: \$79,000

Dexter Community Schools
Board of Education
Executive Summary and Recommendation

Purpose: Provide Units of Study Reading curriculum in companion with previously adopted Units of Study Writing to improve our balanced literacy approach in grades K-6.

Explanation: Our Y5-6 grade teachers have been participating in professional development on reader's and writer's workshop for the past two years, focusing on best practices with balanced literacy instruction. In order for teachers to differentiate and personalize instruction for students, some have piloted Units of Study Reading. Teachers report this has provided a more balanced approach to literacy and pairs well with Units of Study Writing, adopted in 2016.

In 2014, we purchased Making Meaning (focused mainly on reading comprehension) which was part of our need at the time. To have consistency in the grade levels, we need a more comprehensive approach to literacy. With the Reading Units of Study, we will be able to further develop common language with writing and multiple subject areas, as well as differentiate and personalized instruction based on student needs.

As recently legislated, Michigan is focusing on increasing the early literacy skills of our students. The Early Literacy Initiative is a major activity that the Michigan Department of Education (MDE) will work on over the next few years. Research shows that if students are not proficient in reading by third grade, their chances of becoming proficient are minimal. To ensure the early literacy skills of all students, we need to develop and deliver high-quality instruction to all students, provide regular information on student progress and strategically intervene with research-based strategies when students fall behind. The Units of Study Reading curriculum is research-based, vetted by Teacher's College at Columbia University and provides a proven model of workshop instruction, which supports our multi-tiered system of supports.

Recommendation:

The ELA and Instructional departments would like to recommend the purchase of Units of Study Reading from the curriculum budget for the 2018/19 school year. The cost breakdown is as follows:

| Grade Level | Cost per teacher kit | # of U of S Reading Kits to order | Total grade level expense |
|-------------|----------------------|-----------------------------------|---------------------------|
| K-5 | \$310 | 43 | \$13,300 |
| 6 | \$175 | 7 | \$1400 |

TOTAL: \$14,110 + S/H

WISD Budget Review Timeline/Deadlines

| Date/Deadline | ISD Budget Review |
|--------------------------|--|
| Immediate | |
| December 12, 2017 | WISD Board of Education 2017-18 Budget Amendments Board Meeting, 5:00 p.m. |
| April 10, 2018 | WISD Board of Education Annual Budget Review @ Board Meeting; 5:00 p.m. |
| April 26, 2018 | WASB Annual Budget Review Meeting, 6:00 p.m. WISD |
| May 1, 2018 | WISD general fund budget submitted to local districts. |
| June 1, 2018 | Deadline for local district response to WISD general fund budget. Local district Boards must consider a resolution of support or may indicate specific recommendations for changes. |
| June 1, 2018 | May also look for special meeting to set tax rate this date. |
| June 26, 2018 | WISD Board adopts general fund budget. |

| |
|--------------------------------------|
| Local District Responsibility |
| WISD Responsibility |

WISD Programs and Budgets Review

including

Local School District Services
2018-19

presented
April 2018

Our Goal

- Explain the mandated budget review process.
- Review your role in this process.
- Give you the information you need to carry out your role.
- Support you in your efforts.

Mandated Budget Review (new)

Section 624 of the Revised School Code, as amended, requires an ISD Board to have its proposed **General Fund** budget reviewed by its constituent districts each year.

ISD Board

By May 1 of each year:

The intermediate school board shall submit its proposed **General Fund** budget for the next school fiscal year to the board of each constituent district for review.

Local Board

By June 1 of each year:

- The local board will review the proposed ISD budget.
- Adopt a resolution expressing its support for or disapproval of the proposed ISD budget.
- Submit any **specific** budget objections and/or proposed changes to the ISD board.

ISD Board

If an intermediate school board receives any specific objections or proposed changes, the intermediate school board shall consider the proposed budget changes.

Role of WASB Director

- ***Now***
 - Serve as an ambassador.
 - Learn about ISD budget process.
 - Ask clarifying questions.
- ***After May 1 (with superintendent)***
 - Present information to your board.
 - Ask for help, if needed.
 - Answer questions from your board.
 - Submit resolution to WISD by June 1.
- ***Throughout the year***
 - Remain involved, stay informed.



What is an ISD?

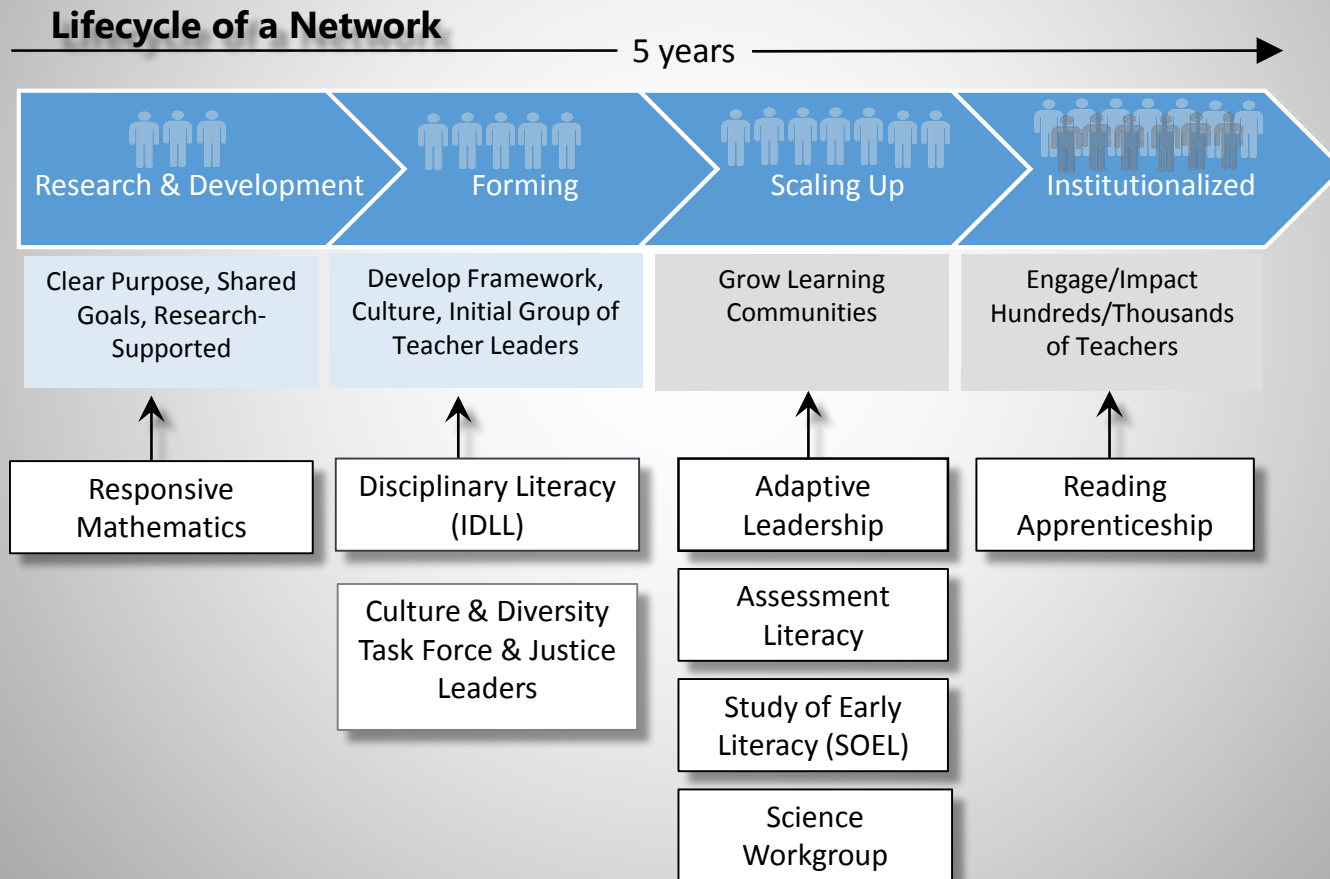
- Regional education service agency
- Created by legislature in 1962
- Designed to be an intermediary between the Michigan Department of Education and local schools
- Composed of innovative professionals who focus on teaching and learning
- An organization that leads through service

Role of WISD

- Operates cooperative programs/delivers services for students in Ann Arbor, Chelsea, Dexter, Lincoln, Manchester, Milan, Saline, Whitmore Lake, Ypsilanti Community
- Secures educational resources and shares them equitably
- Builds local capacity to improve student achievement
- Provides services to assure that each child learns
- Leadership role in building a Cradle to Career collaborative in Washtenaw County

County Achievement Initiatives: Teacher & Leader Networks

Multi-year approach to teacher and system learning focused on student outcomes



Math & Literacy Networks



| | Description |
|------------------------------|--|
| Disciplinary Literacy | Focusing on the latest adolescent literacy approaches for 6 th -12 th grade |
| Study of Early Literacy | A comprehensive approach to early literacy for preschool to 3 rd grade teachers and literacy coaches |
| Intel Math & Responsive Math | Designed for k-8 th grade teachers who want to deepen their mathematics skills and focus on mathematical practices. |

Additional Instructional Networks



| | Description |
|----------------------------------|---|
| Science Workgroup | K-12 Network focused on the Next Generation Science Standards. |
| Adaptive Leadership Network | A network for experienced leaders working on non-technical, complex adaptive challenges. |
| Culture and Diversity Task Force | A task force focused on developing a culture assessment tool, resources and professional development. |
| Assessment Literacy | Formative assessment and assessment skills for instructional purpose |

Additional Instruction Supports

Technical Support

- School Improvement
- Custom professional development

Special Projects

- Engage Survey
- Senior Exit Survey
- Early literacy coach grant
- Cultural arts initiative
- Math Science MiSTEM
- Regional strategic planning





School Justice Partnership



Attend School **Today**
Achieve Success **Tomorrow**

Missed school days can mean setbacks for life.

Be **there**. On **time**. Every **day**

<http://attendancematters.weebly.com>



A cross-sector collaborative including

- Washtenaw County Juvenile Trial Court, Washtenaw County Sheriff's Office,
- non-profit community partners and
- K12 administrators

Accomplishments

- Countywide school attendance protocol
- Trained local districts on new suspension/expulsion legislation, including restorative justice trainings, fall 2017
- Designed and launched "**Handle with Care**" notification system, winter 2018
- Visioning process for Youth Center - Educational & Transition Services
- Designed educational & transition services for school age youth in county jail with new staffing & leadership structure and new cooperative agreement & program structure



School and Community Partnerships



Active Shooter & School Safety Training

- Phase I - 4,500 people - including 130 train-the-trainer participants
- Phase II - 530 early childhood education providers, bus drivers, and teachers participated in WISD hosted ALICE trainings.
- ALICE educational materials/lessons available to over 3,300 teachers throughout the county
- Crisis event management & threat assessment protocol trainings, with law enforcement

Grant Management

- Priority & Comprehensive Support schools
 - Education Project for Homeless (and Foster Care) Youth – 1,103 students served (Includes Public School Academies and SEEs)
 - Title III English Language Learner Consortium
 - Title ID adjudicated youth
-

Technology & Data Management



- Provides discounted internet access for local districts via a managed fiber network
- Hosts PowerSchool student management software (now including support for special education programs & services) for most districts and provides support, including linking to other software
- Provides/supports Moodle e-learning platform
- Provides/supports Destiny Library Service
- Provides coop purchasing savings for various products including GENNET and MVU courses
- Data connectors between common applications

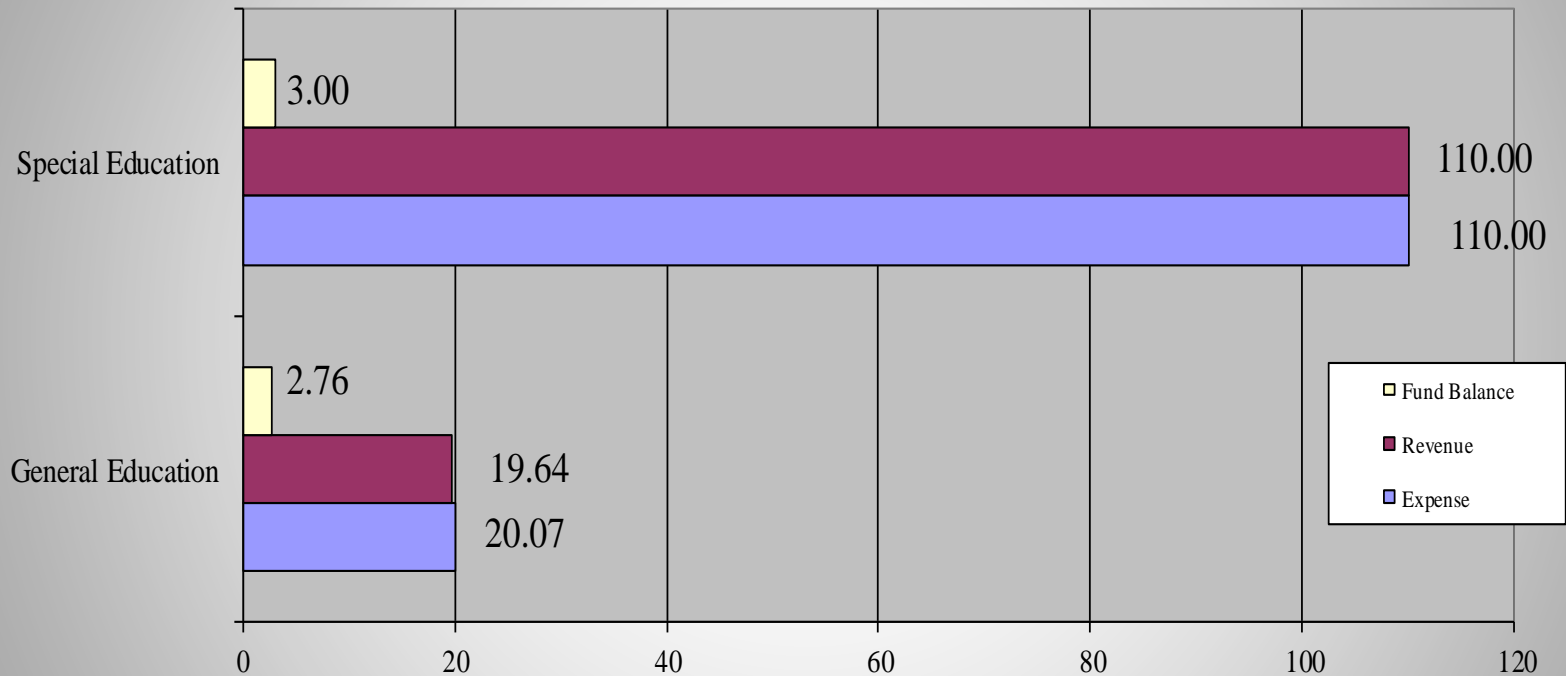
WISD Budget Development

Who is involved?

- Washtenaw County Superintendents
- Local and ISD Special Education Directors, Curriculum Directors, and Business Officials
- Staff and Program Administrators
- Local and WISD Boards of Education

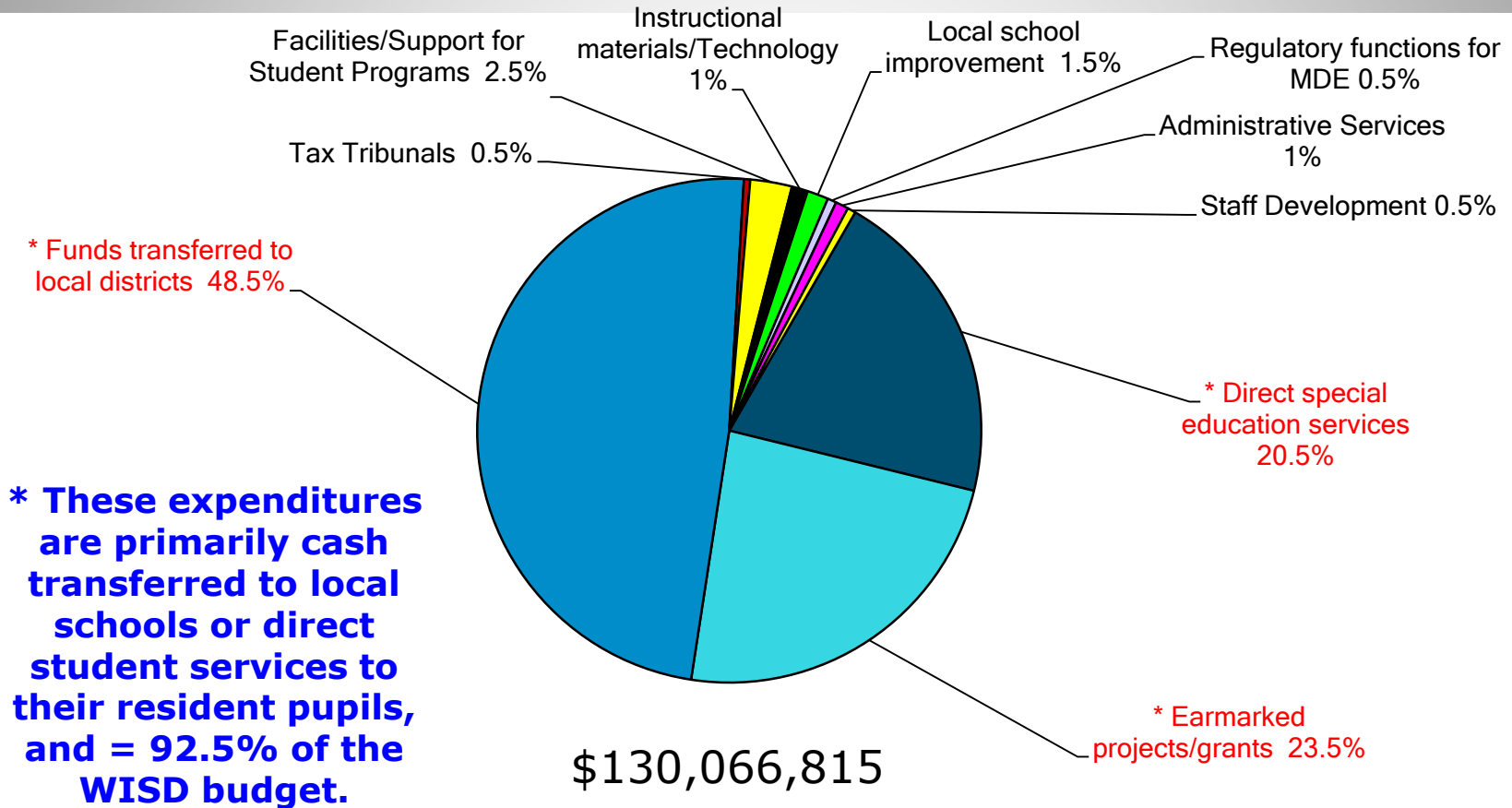


2018-19 WISD Budget (in Millions)

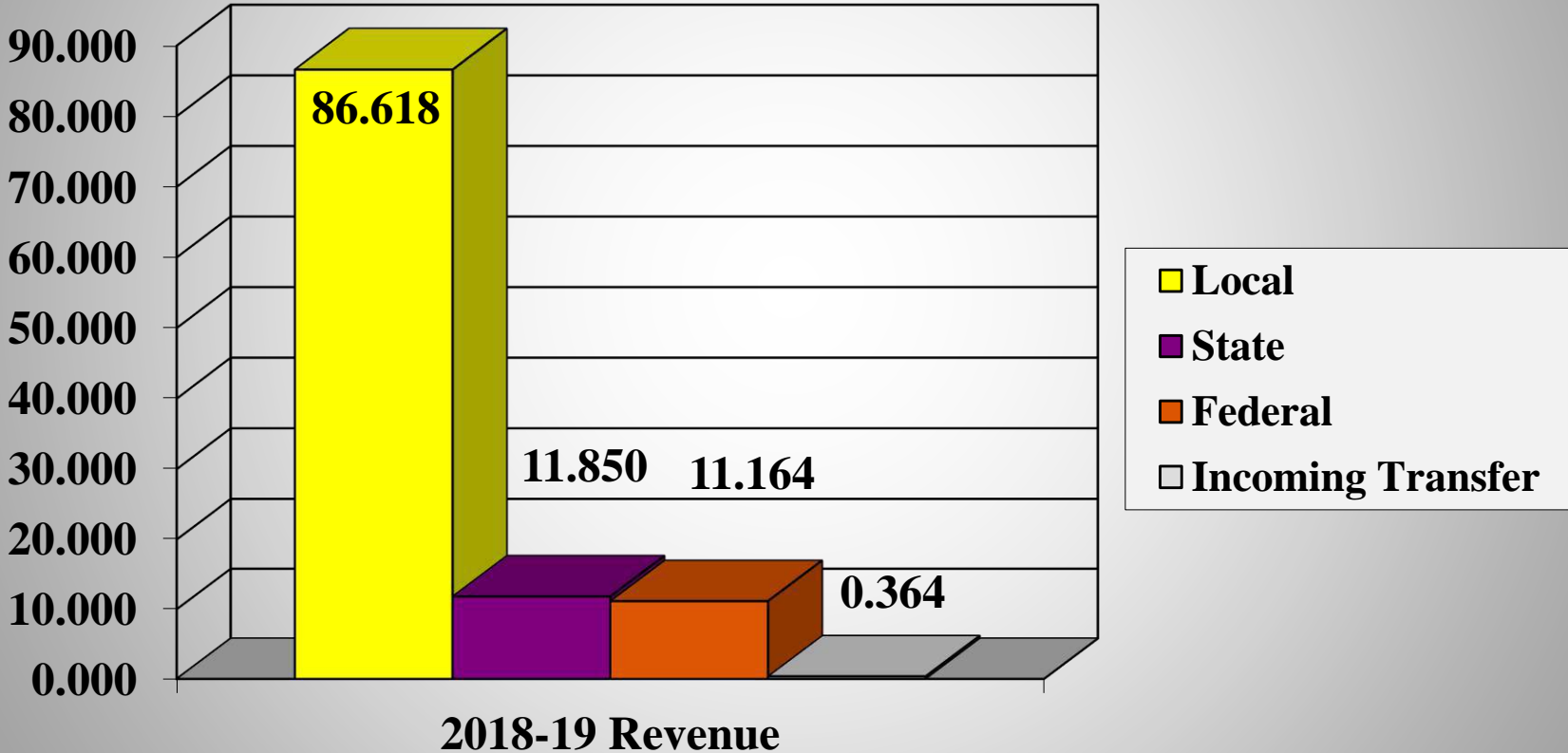


| | General Education | Special Education |
|----------------|-------------------|-------------------|
| □ Fund Balance | 2.76 | 3.00 |
| ■ Revenue | 19.64 | 110.00 |
| ■ Expense | 20.07 | 110.00 |

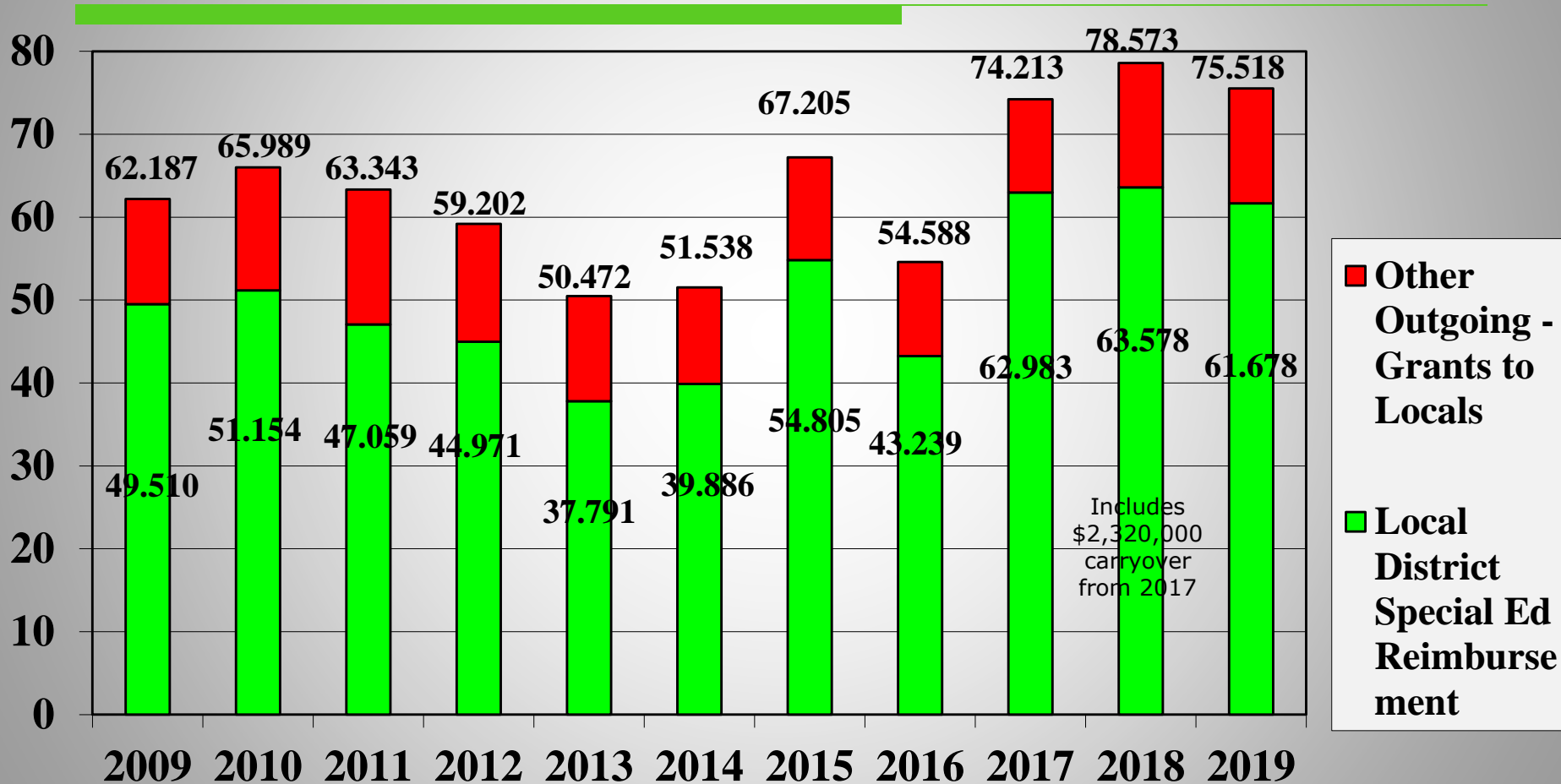
WISD Expenditures 2018-19



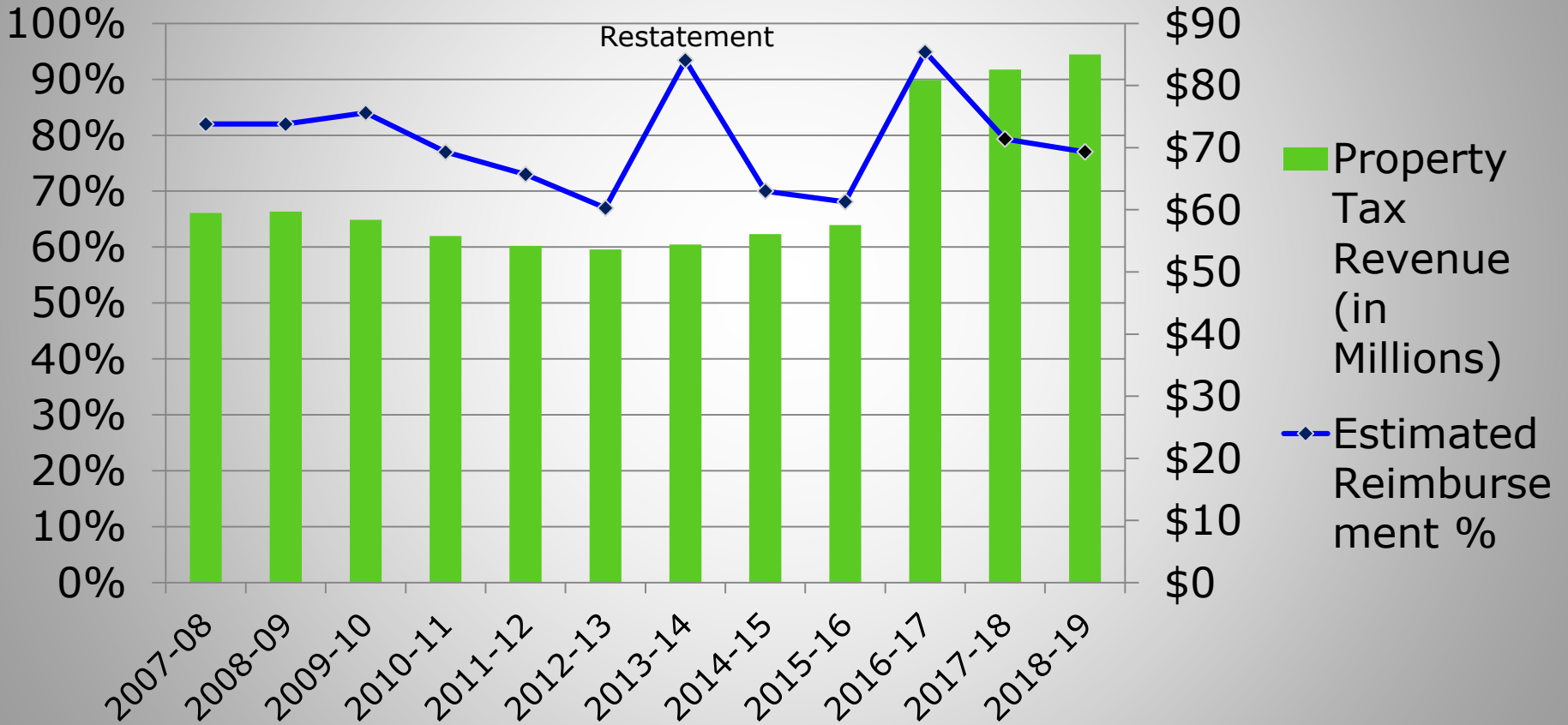
Special Education Fund Revenue Sources (in Millions)



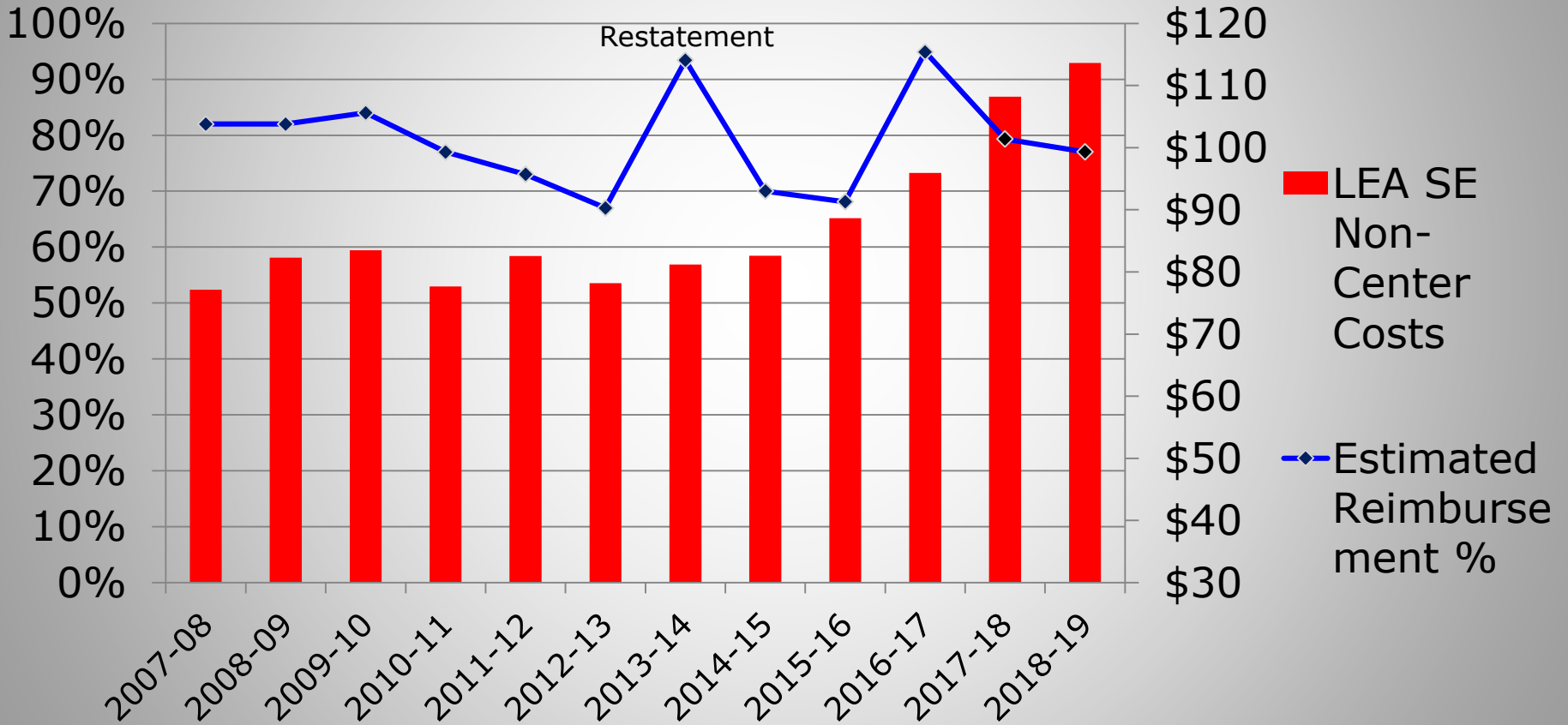
Outgoing Transfer Special Education (in Millions)



Special Education Reimbursement History/Projection



Special Education Reimbursement & Cost History/Projection



Special Education Fund Revenue Changes

- Net increase in property taxes of 3.2%
- Assumes no federal grant carryover
- Incoming Transfers are higher due to increased indirect charge to WEOC programs



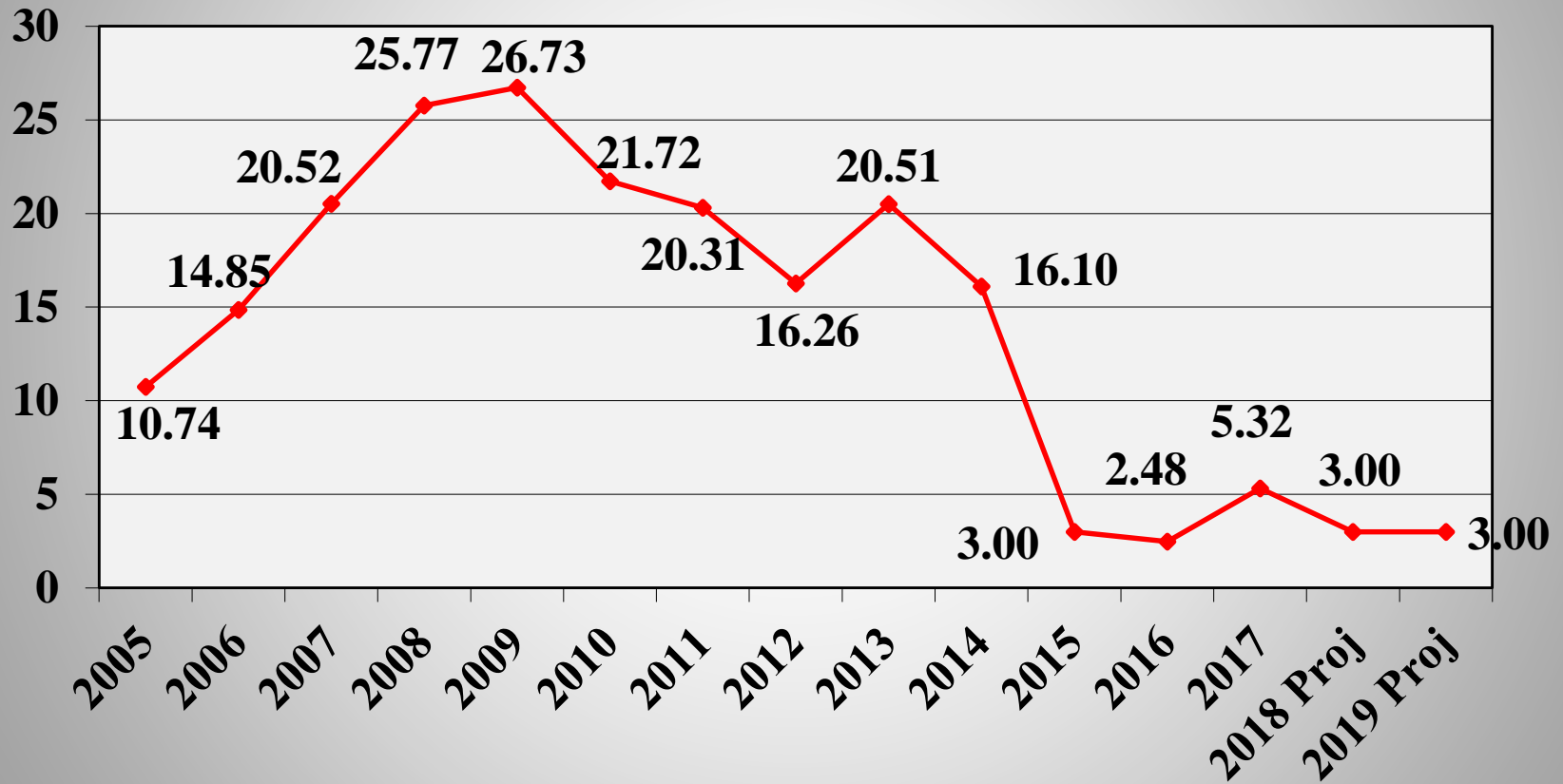
Special Ed Fund Expenditure Changes

- Includes full year of costs for Mich Mandatory SE (MMSE) services for children ages 0-3
- Add MMSE PT and 0.5 Psych to meet IFSPs
- Add a new Young Adult “Hub” location
 - Increased YA students +38 (net)
 - Closed Stadium YA
 - Community Access-Reloc Up to 15 HP students
 - Locate ancillary staff on-site; less travel
- Add costs for additional staff to remain in compliance with Michigan SE rules & IEPs

Special Ed Fund Expenditure Changes

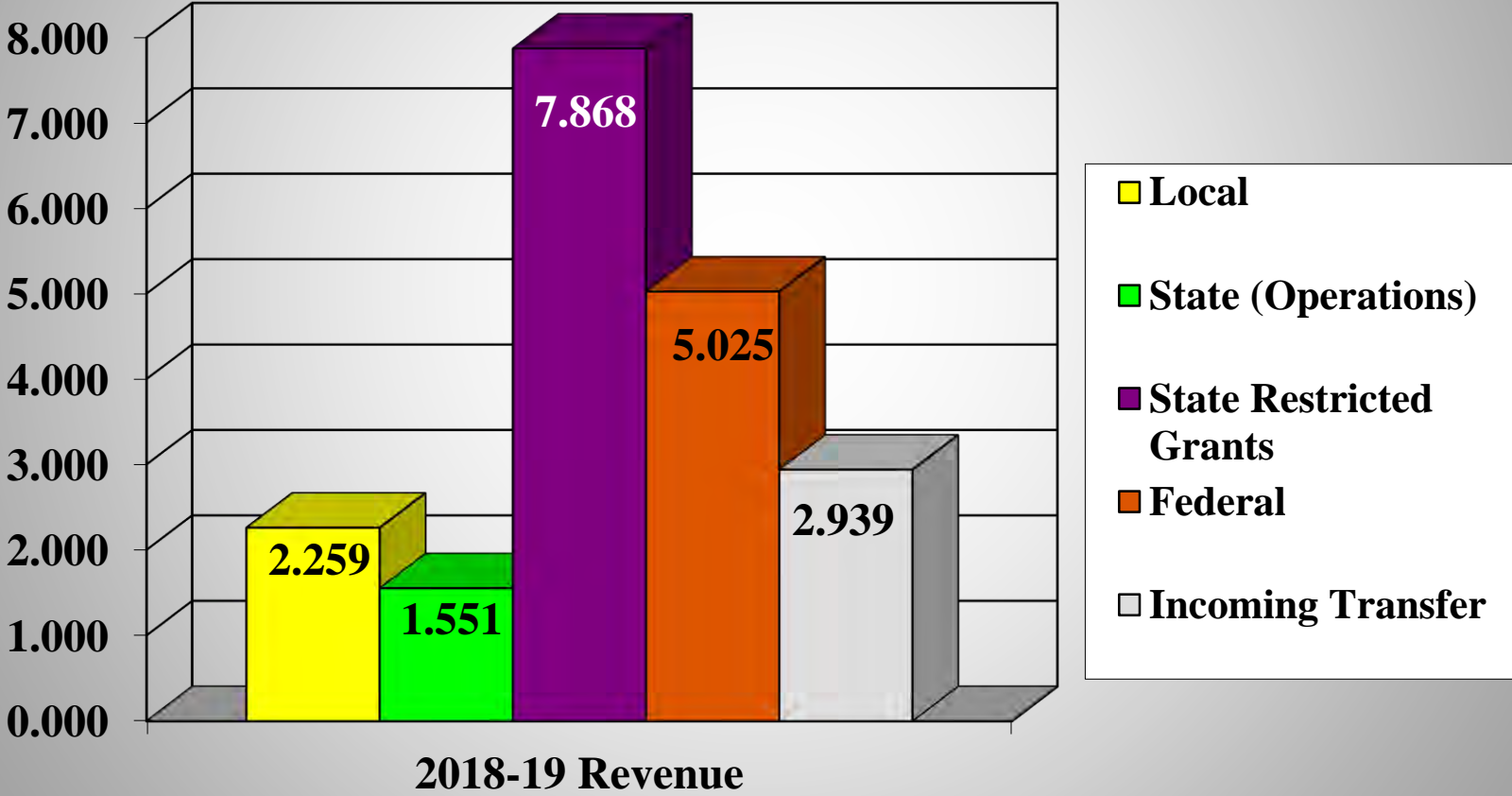
- Consolidated Huron HS Local Based Classroom (LBC) with Dexter HS LBC
- Add Behavior Specialist, Curriculum Specialist & Instructional Tech Coordinator
- Assumes vacancies filled
- Assumes step increases
- Includes no addl salary/wage increase
- Local district reimbursement, net of tuition billings, is estimated at \$61.6 million

Fund Balance-Special Education (in Millions)



General Fund Revenue Sources

(in Millions)



General Fund Revenue Changes

- Net increase in property taxes of 3.2%
- Assumes Administrator Evaluation grant carryover will be fully spent in 2017-18 and will not be awarded in 2018-19
- Assumes no statewide Kindergarten Readiness Assessment Funding will be carried over or awarded in 2018-19 (\$1 million in 2017-18)
- Assumes no state grant carryover, which is included in the 2017-18 budget primarily for GSRP

General Fund Revenue Changes

- Federal revenue is lower due to non-renewal of the i3 STEM grants and the Race to the Top Trusted Advisor grant
- Two receipts for reimbursement of 2016-17 expenses needed to be recorded as revenue in 2017-18, overstating federal and incoming transfer revenue
- Incoming Transfer revenue (and related exp) is lower due to reduced MVU cooperative purchases expected

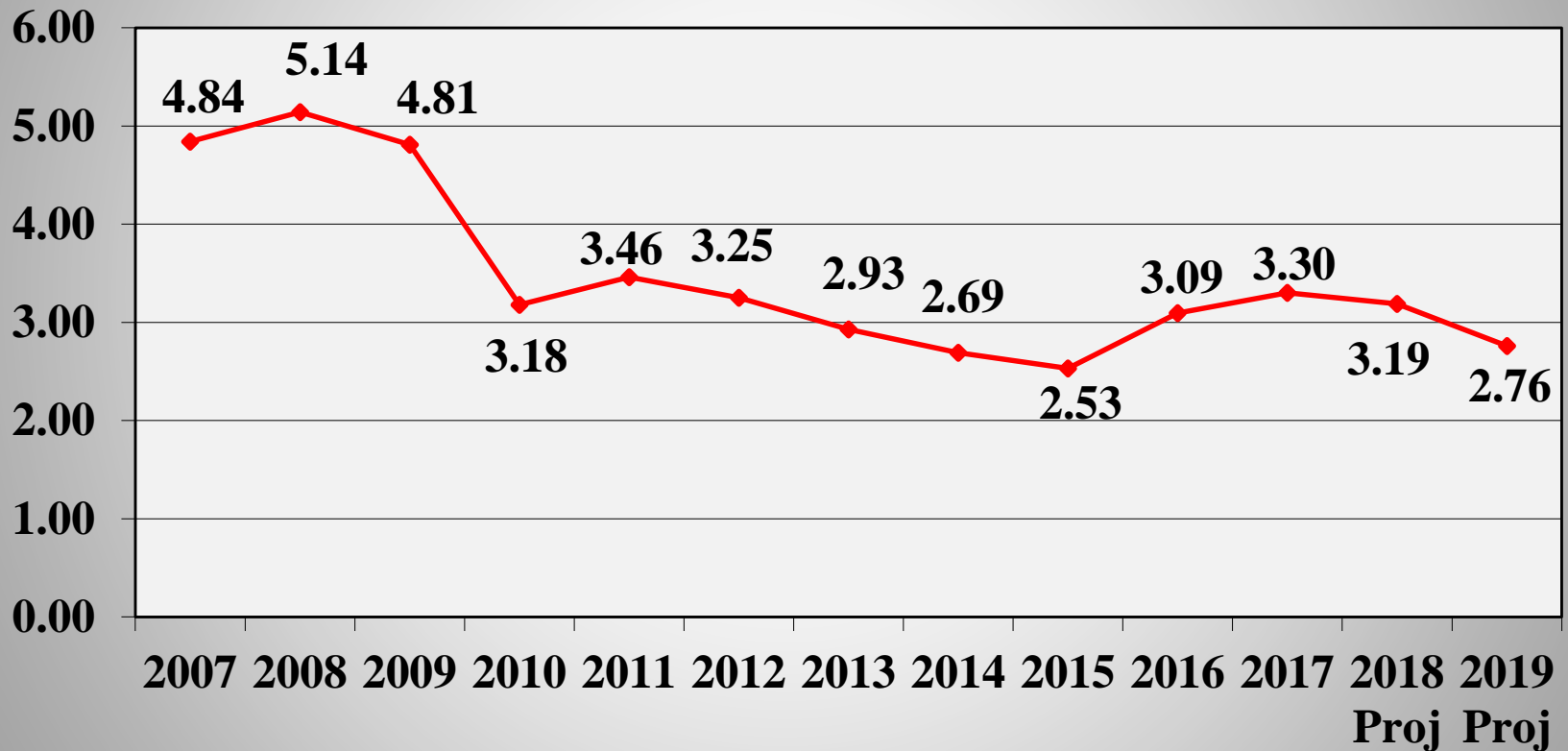
General Fund Expenditure Changes

- Expenditures lower due to grant reductions noted on the revenue slides
- Add an early literacy position
- Add a pupil audit and a facilities assistant
- Full year of costs for Youth Transitions Manager

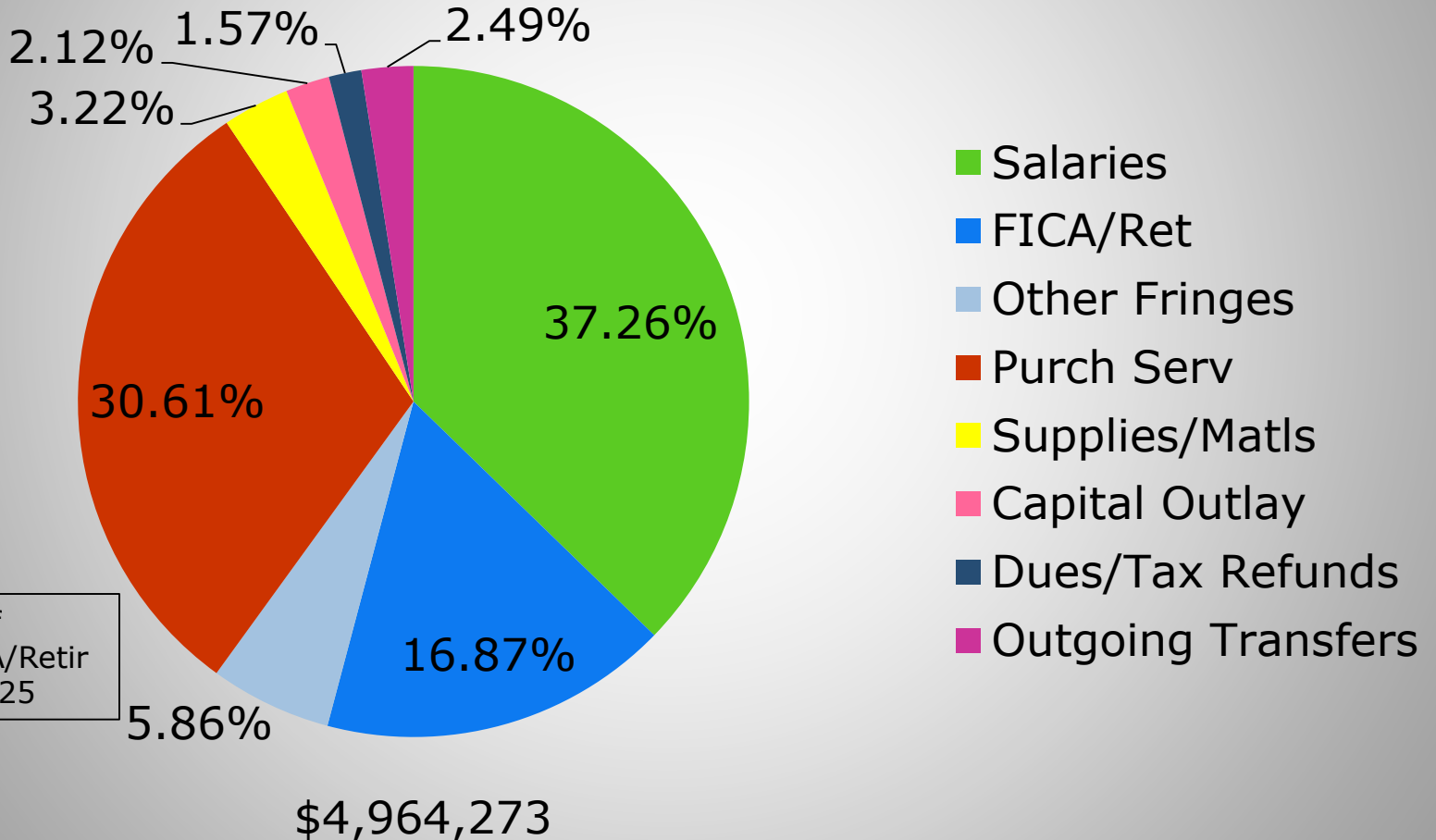
General Fund Expenditure Changes

- Assumes fewer MVU cooperative purchases by LEAs
- Assumes vacancies filled
- Assumes step increases
- Assumes a no addl salary/wage increase

Fund Balance General Education (in Millions)



General Ed Fund Expenditures (Excl Grants & Projects)



Thank you.



Washtenaw Intermediate School District

2018-19 Major Budget Assumptions

GENERAL EDUCATION FUND

Revenue

Property Taxes – Property taxes were increased by 3.2%. The Headlee rate is 2.1% for 2018-19 tax rates.

Section 81 State Aid – No increase projected as Executive and Legislative budget proposals are still being reviewed.

Section 147c State Aid – The budget assumes 147c revenue in 18/19 at a rate of 10.72%. There is also corresponding expenditures.

Technology services/infrastructure revenue – Assumes an increase in revenue received from local districts in the amount of \$210,525, however over \$100,000 is reserved for future equipment purchases.

Grant carryover – There are no grant carryover funds included in the budget.

Expenditures

Salaries – Assumes no salary/wage increase; steps are included.

Retirement – A rate of 25.56% has been included in the budget. In addition, the budget assumes 147c expenditures at a rate of 10.72%. There is also a corresponding revenue to offset the 147c expense.

Health Coverage – An increase of 3.5% has been included in the cost of health coverage based on positive experience.

Grant carryover – There are no grant carryover funds included in the budget.

Transfer to GE Capital projects – Assumes no transfer to GE Capital Projects fund.

**GENERAL APPROPRIATIONS RESOLUTION
RESOLUTION FOR ADOPTION BY THE BOARD OF EDUCATION
WASHTENAW INTERMEDIATE SCHOOL DISTRICT
GENERAL EDUCATION BUDGET 6/26/18**

RESOLVED, that this resolution shall be the general appropriations of the Washtenaw Intermediate School District for the fiscal year 2018-2019; A resolution to make appropriations; and to provide for the disposition of all income received by the Washtenaw Intermediate School District.

BE IT FURTHER RESOLVED, that the total revenue, including a tax levy of **.0970 mills**, and unappropriated fund balance be available for appropriations in the **GENERAL EDUCATION FUND** of the Washtenaw Intermediate School District for the fiscal year 2018-2019 as follows:

| REVENUES | <u>Original</u> |
|--|----------------------------|
| Local Revenue | \$ 2,258,703 |
| State Revenue | 9,419,062 |
| Federal Revenue | 5,025,123 |
| Incoming Transfers & Other Transactions | 2,897,593 |
| Fund Modifications | <u>\$ 41,265</u> |
| TOTAL REVENUE AND INCOMING TRANSFERS | \$ 19,641,746 |
| | |
| FUND BALANCE AS OF JULY 1ST | \$ 3,191,433 |
| Less Appropriated Fund Balance | |
| FUND BALANCE AVAILABLE TO APPROPRIATE | <u>\$ 3,191,433</u> |
| | |
| TOTAL AMOUNT AVAILABLE TO APPROPRIATE | \$ 22,833,179 |

BE IT FURTHER RESOLVED, that \$20,070,011 of the total available to appropriate in the **GENERAL EDUCATION FUND** is hereby appropriated in the amounts and for the purposes set forth below:

| EXPENDITURES | |
|---|-----------------------------|
| Basic Programs, Instruction | \$ 1,235,760 |
| Added Needs, Instruction | \$ 31,836 |
| Adult Continuing Education | \$ 87,405 |
| Pupil Support | \$ 646,027 |
| Instructional Support | \$ 4,045,527 |
| General Administration | \$ 559,647 |
| School Administration | \$ 31,505 |
| Business Support | \$ 275,637 |
| Operations/Maintenance | \$ 523,102 |
| Transportation | \$ 73,841 |
| Central Services | \$ 2,762,888 |
| Other Support Services | \$ - |
| Community Services | <u>\$ 595,006</u> |
| | \$ 10,868,181 |
| Outgoing Transfers & Other Transactions | 9,201,830 |
| Fund Modifications | - |
| TOTAL APPROPRIATED | <u>\$ 20,070,011</u> |
| | |
| FUND BALANCE ENDING JUNE 30TH | <u>\$ 2,763,168</u> |

**WASHTENAW INTERMEDIATE SCHOOL DISTRICT
GENERAL EDUCATION BUDGET COMPARISON
2018-2019 BUDGET REVIEW/ADOPTION**

| REVENUES | 2016-2017 Actual Revenue & Expenses | 2017-2018 Amended 12.12.17 Budget | 2018-2019 Projected Budget |
|--|---|---|----------------------------------|
| Local Revenue 100 | \$ 2,193,159 | \$ 2,185,150 | \$ 2,258,703 |
| State Revenue 300 | 9,372,698 | 11,885,940 | 9,419,062 |
| Federal Revenue 400 | 5,017,716 | 5,486,685 | 5,025,123 |
| Incoming Transfers & Other Transactions 500 | 2,384,403 | 3,233,858 | 2,897,593 |
| Fund Modifications 600 | 27,373 | 30,242 | 41,265 |
| TOTAL REVENUE AND INCOMING TRANSFERS | \$ 18,995,349 | \$ 22,821,875 | \$ 19,641,746 |
| EXPENDITURES | | | |
| Basic Programs, Instruction 110 | \$ 1,063,961 | \$ 1,441,504 | \$ 1,235,760 |
| Added Needs, Instruction 120 | 76,421 | 39,654 | 31,836 |
| Adult and Continuing Education 130 | 92,161 | 87,966 | 87,405 |
| Pupil Support 210 | 450,209 | 824,986 | 646,027 |
| Instructional Support 220 | 3,225,570 | 5,595,243 | 4,045,527 |
| General Administration 230 | 505,787 | 547,844 | 559,647 |
| School Administration 240 | 15,927 | - | 31,505 |
| Business Support 250 | 267,209 | 272,584 | 275,637 |
| Operations/Maintenance 260 | 483,653 | 500,222 | 523,102 |
| Transportation 270 | 60,817 | 75,102 | 73,841 |
| Central Services 280 | 2,568,067 | 2,966,168 | 2,762,888 |
| Other Support Services 290 | 82 | - | - |
| Community Services 300 | 717,122 | 584,969 | 595,006 |
| TOTAL EXPENDITURES | \$ 9,526,986 | \$ 12,936,242 | \$ 10,868,181 |
| Outgoing Transfers & Other Transactions 400 | 9,015,943 | 9,990,952 | 9,201,830 |
| Fund Modifications 600 | 250,000 | - | - |
| TOTAL EXPENDITURES AND OTHER TRANSACTIONS | \$ 18,792,929 | \$ 22,927,194 | \$ 20,070,011 |
| EXCESS REVENUE OR (EXPENDITURES) | \$ 202,419 | \$ (105,319) | \$ (428,265) |
| FUND BALANCE AS OF JULY 1ST | 3,094,333 | \$ 3,296,752 | \$ 3,191,433 |
| FUND BALANCE ENDING JUNE 30TH | \$ 3,296,752 | \$ 3,191,433 | \$ 2,763,168 |

General Education
2018-2019

| TITLES | REGULAR BUDGET | 1069 Domino REMC 2019 | 3288 Norman LAWMASC Carry over 2018 | 3290 Norman MISTEM 2019 | 3298 Heaviland 13 STEM Early College 7/1/18-12/31/18 2018 | 3310 Heaviland ADULT ED 2019 |
|---------------------------------|---------------------|--------------------------------|---|----------------------------------|---|---------------------------------------|
| REVENUES | | | | | | |
| Local Sources | \$ 1,641,772 | \$ - | \$ - | \$ - | \$ - | \$ - |
| State Sources | 2,133,004 | - | 19,913 | 148,311 | - | 1,273,788 |
| Federal Sources | - | - | - | - | 33,421 | - |
| Incoming Transfers/Other | 760,955 | - | - | - | - | - |
| Fund Modifications | 41,265 | - | - | - | - | - |
| TOTAL REVENUES | \$ 4,576,996 | \$ - | \$ 19,913 | \$ 148,311 | \$ 33,421 | \$ 1,273,788 |
| EXPENDITURES | | | | | | |
| Basic Programs, Instruct. 110 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Added Needs, Instruct. 120 | - | - | - | - | - | - |
| Adult Continuing Education 130 | - | - | - | - | - | 87,405 |
| Pupil Support 210 | 94,054 | - | - | - | - | 78,227 |
| Instructional Staff Support 220 | 2,073,290 | 18,368 | 19,913 | 148,311 | 33,421 | 13,258 |
| General Administration 230 | 553,047 | - | - | - | - | - |
| School Administration 240 | - | - | - | - | - | 31,505 |
| Business Support 250 | 232,188 | - | - | - | - | 13,506 |
| Operations /Maintenance 260 | 313,664 | - | - | - | - | 16,000 |
| Transportation 270 | 59,616 | - | - | - | - | 300 |
| Central Support 280 | 1,508,698 | - | - | - | - | 3,800 |
| Other Support 290 | - | - | - | - | - | - |
| Community Services 300 | - | - | - | - | - | - |
| TOTAL EXPENDITURES | \$ 4,834,557 | \$ 18,368 | \$ 19,913 | \$ 148,311 | \$ 33,421 | \$ 244,001 |
| Outgoing Transfers/Other 400 | 154,716 | - | - | - | - | 1,029,787 |
| Fund Modifications 600 | (25,000) | - | - | - | - | - |
| TOTAL APPROPRIATED | \$ 4,964,273 | \$ 18,368 | \$ 19,913 | \$ 148,311 | \$ 33,421 | \$ 1,273,788 |
| EXCESS REV/EXPENSE | \$ (387,277) | \$ (18,368) | \$ - | \$ - | \$ - | \$ - |
| BEGINNING FUND BALANCE | \$ 3,191,433 | \$ - | \$ - | \$ - | \$ - | \$ - |
| ENDING FUND BALANCE | \$ 2,804,156 | \$ (18,368) | \$ - | \$ - | \$ - | \$ - |

General Education
2018-2019

| TITLES | 6359 Norman Homeless Youth 2019 | 7239 Oman Head Start Grant 2019 | 7789 Long Childcare Develop Block 2019 | 9632 Heaviland Washtenaw Futures Cradle to Career 2019 | 9633 Heaviland WACY Cradle to Career 2019 | 940-9640 Domino Social Sentinel 2019 |
|---------------------------------|---|---|--|--|---|---|
| REVENUES | | | | | | |
| Local Sources | \$ - | \$ - | \$ - | \$ 70,617 | \$ 68,045 | \$ - |
| State Sources | - | - | - | - | - | - |
| Federal Sources | 50,605 | 4,232,357 | 124,989 | - | - | - |
| Incoming Transfers/Other | - | - | - | - | - | 29,575 |
| Fund Modifications | - | - | - | - | - | - |
| TOTAL REVENUES | \$ 50,605 | \$ 4,232,357 | \$ 124,989 | \$ 70,617 | \$ 68,045 | \$ 29,575 |
| EXPENDITURES | | | | | | |
| Basic Programs, Instruct. 110 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Added Needs, Instruct. 120 | - | - | - | - | - | - |
| Adult Continuing Education 130 | - | - | - | - | - | - |
| Pupil Support 210 | 46,680 | - | - | 59,076 | 68,045 | - |
| Instructional Staff Support 220 | - | 353,343 | 124,989 | 11,541 | - | - |
| General Administration 230 | - | 6,600 | - | - | - | - |
| School Administration 240 | - | - | - | - | - | - |
| Business Support 250 | - | - | - | - | - | - |
| Operations /Maintenance 260 | - | 193,438 | - | - | - | - |
| Transportation 270 | 3,925 | - | - | - | - | - |
| Central Support 280 | - | 217,366 | - | - | - | 29,575 |
| Other Support 290 | - | - | - | - | - | - |
| Community Services 300 | - | 541,894 | - | - | - | - |
| TOTAL EXPENDITURES | \$ 50,605 | \$ 1,312,641 | \$ 124,989 | \$ 70,617 | \$ 68,045 | \$ 29,575 |
| Outgoing Transfers/Other 400 | - | 2,894,716 | - | - | - | - |
| Fund Modifications 600 | - | 25,000 | - | - | - | - |
| TOTAL APPROPRIATED | \$ 50,605 | \$ 4,232,357 | \$ 124,989 | \$ 70,617 | \$ 68,045 | \$ 29,575 |
| EXCESS REV/EXPENSE | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| BEGINNING FUND BALANCE | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ENDING FUND BALANCE | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |

| General Education 2018-2019 | 9775 Long Imagination Library Early Childhood 2019 | 9785 Long Success by 6/Rotary Early Childhood 2019 | 9895 Heaviland Adjudicated Jail 2019 | 9790 Oman AAACF Coodinated Funding 2019 | TOTALS |
|---------------------------------|---|---|--|--|----------------------|
| TITLES | | | | | |
| REVENUES | | | | | |
| Local Sources | \$ 40,000 | \$ 140,034 | \$ - | \$ 74,899 | \$ 2,258,703 |
| State Sources | - | - | \$ - | - | 9,419,062 |
| Federal Sources | - | - | \$ - | - | 5,025,123 |
| Incoming Transfers/Other | - | - | \$ 18,817 | - | 2,897,593 |
| Fund Modifications | - | - | \$ - | - | 41,265 |
| | | | \$ - | | |
| TOTAL REVENUES | \$ 40,000 | \$ 140,034 | \$ 18,817 | \$ 74,899 | \$ 19,641,746 |
| | | | \$ - | | |
| EXPENDITURES | | | | | |
| Basic Programs, Instruct. 110 | \$ - | \$ - | \$ - | \$ - | 1,235,760 |
| Added Needs, Instruct. 120 | - | - | \$ - | - | 31,836 |
| Adult Continuing Education 130 | - | - | \$ - | - | 87,405 |
| Pupil Support 210 | - | - | \$ 18,817 | 74,899 | 646,027 |
| Instructional Staff Support 220 | - | 131,002 | \$ - | - | 4,045,527 |
| General Administration 230 | - | - | \$ - | - | 559,647 |
| School Administration 240 | - | - | \$ - | - | 31,505 |
| Business Support 250 | - | - | \$ - | - | 275,637 |
| Operations /Maintenance 260 | - | - | \$ - | - | 523,102 |
| Transportation 270 | - | - | \$ - | - | 73,841 |
| Central Support 280 | - | - | \$ - | - | 2,762,888 |
| Other Support 290 | - | - | \$ - | - | - |
| Community Services 300 | 40,000 | 9,032 | \$ - | - | 595,006 |
| TOTAL EXPENDITURES | \$ 40,000 | \$ 140,034 | \$ 18,817 | \$ 74,899 | \$ 10,868,181 |
| Outgoing Transfers/Other 400 | - | - | - | - | 9,201,830 |
| Fund Modifications 600 | - | - | - | - | - |
| TOTAL APPROPRIATED | \$ 40,000 | \$ 140,034 | \$ 18,817 | \$ 74,899 | \$ 20,070,011 |
| EXCESS REV/EXPENSE | \$ - | \$ - | \$ - | \$ - | (428,265) |
| BEGINNING FUND BALANCE | \$ - | \$ - | \$ - | \$ - | 3,191,433 |
| ENDING FUND BALANCE | \$ - | \$ - | \$ - | \$ - | 2,763,168 |

Washtenaw Intermediate School District

2018-19 Major Budget Assumptions

SPECIAL EDUCATION FUND

Revenue

Property Taxes – Property taxes were increased by 3.2%. The Headlee rate is 2.1% for 2018-19 tax rates.

Section 147c State Aid – The budget assumes 147c revenue in 18/19 at a rate of 10.72%. There is also corresponding expenditures.

State Aid Section 51 – The estimated Section 51a revenue assumes our special education costs have increased since 2016-17 and, therefore, we assumed a prior year adjustment being received in the 2018-19 year.

Grant carryover – There are no grant carryover funds included in the budget.

Expenditures

Salaries – Assumes no salary/wage increase; steps are included.

Retirement – A rate of 25.56% has been included in the budget. In addition, the budget assumes 147c expenditures at a rate of 10.72%. There is also a corresponding revenue to offset the 147c expense.

Health Coverage – An increase of 3.5% has been included in the cost of health coverage based on positive experience.

Young Adult, Specials, Speech, OT, and a Full Year of MMSE - The budget includes additional staffing (classroom, nursing, OT, speech) to service a net increase of 38 Young Adult students, the addition of specials (adaptive PE, art and music) at High Point School and also at the new Young Adult location.

Grant carryover – There are no grant carryover funds included in the budget.

Transfer to SE Capital projects – Assumes \$500,000 transfer to SE Capital Projects fund.

LEA Special Education Reimbursement – Funding available for the reimbursement is increased slightly due to the increase in property taxes, offset by the additional staffing for the Young Adult program and other items noted above and in the budget presentation.

**GENERAL APPROPRIATIONS RESOLUTION
RESOLUTION FOR ADOPTION BY THE BOARD OF EDUCATION
WASHTENAW INTERMEDIATE SCHOOL DISTRICT
SPECIAL EDUCATION BUDGET 6/26/18**

RESOLVED, that this resolution shall be the general appropriations of the Washtenaw Intermediate School District for the fiscal year 2018-2019; A resolution to make appropriations; and to provide for the disposition of all income received by the Washtenaw Intermediate School District.

BE IT FURTHER RESOLVED, that the total revenue, including a tax levy of **5.3139 mills**, and unappropriated fund balance be available for appropriations in the **SPECIAL EDUCATION FUND** of the Washtenaw Intermediate School District for the fiscal year 2018-2019 as follows:

| REVENUES | <u>Original</u> |
|--|----------------------------|
| Local Revenue | \$ 86,617,640 |
| State Revenue | 11,850,382 |
| Federal Revenue | 11,164,350 |
| Incoming Transfers & Other Transactions | 147,791 |
| Fund Modifications | <u>216,641</u> |
| TOTAL REVENUE AND INCOMING TRANSFERS | \$ 109,996,804 |
| FUND BALANCE AS OF JULY 1ST | \$ 3,000,000 |
| Less Appropriated Fund Balance | |
| FUND BALANCE AVAILABLE TO APPROPRIATE | <u>\$ 3,000,000</u> |
| TOTAL AMOUNT AVAILABLE TO APPROPRIATE | \$ 112,996,804 |

BE IT FURTHER RESOLVED, that \$ 109,996,804 of the total available to appropriate in the **SPECIAL EDUCATION FUND** is hereby appropriated in the amounts and for the purposes set forth below:

| EXPENDITURES | |
|---|---------------------------------------|
| Basic Programs, Instruction | \$ - |
| Added Needs, Instruction | \$ 11,649,288 |
| Pupil Support | \$ 12,005,563 |
| Instructional Support | \$ 2,871,005 |
| General Administration | \$ 403,002 |
| School Administration | \$ 226,555 |
| Business Support | \$ 1,563,416 |
| Operations/Maintenance | \$ 2,838,759 |
| Transportation | \$ 54,593 |
| Central Services | \$ 2,154,570 |
| Other Support Services | \$ - |
| Community Services | <u>\$ 2,150</u> |
| | \$ 33,768,901 |
| Outgoing Transfers & Other Transactions | 75,634,324 |
| Fund Modifications | 593,579 |
| TOTAL APPROPRIATED | <u>\$ 109,996,804</u> |
| FUND BALANCE ENDING JUNE 30TH | <u><u>\$ 3,000,000</u></u> |

**WASHTENAW INTERMEDIATE SCHOOL DISTRICT
SPECIAL EDUCATION BUDGET COMPARISON
2018-2019 BUDGET REVIEW/ADOPTION**

| REVENUES | 2016-2017 Actual Revenue & Expenses | 2017-2018 Amended 12.12.17 Budget | 2018-2019 Projected Budget |
|--|---|---|----------------------------------|
| Local Revenue 100 | \$ 82,043,365 | \$ 83,864,834 | \$ 86,617,640 |
| State Revenue 300 | 9,740,454 | 11,733,020 | 11,850,382 |
| Federal Revenue 400 | 10,526,582 | 11,056,887 | 11,164,350 |
| Incoming Transfers & Other Transactions 500 | 105,102 | 116,512 | 147,791 |
| Fund Modifications 600 | 143,708 | 158,773 | 216,641 |
| TOTAL REVENUE AND INCOMING TRANSFERS | \$ 102,559,211 | \$ 106,930,026 | \$ 109,996,804 |
| EXPENDITURES | | | |
| Basic Programs, Instruction 110 | \$ - | \$ - | \$ - |
| Added Needs, Instruction 120 | 9,770,363 | 11,440,214 | 11,649,288 |
| Pupil Support 210 | 8,246,212 | 10,853,155 | 12,005,563 |
| Instructional Support 220 | 1,812,608 | 2,378,029 | 2,871,005 |
| General Administration 230 | 227,826 | 400,766 | 403,002 |
| School Administration 240 | 173,253 | 220,586 | 226,555 |
| Business Support 250 | 898,936 | 1,441,307 | 1,563,416 |
| Operations/Maintenance 260 | 1,817,915 | 2,115,889 | 2,838,759 |
| Transportation 270 | 41,769 | 56,043 | 54,593 |
| Central Services 280 | 1,973,079 | 2,506,294 | 2,154,570 |
| Other Support Services 290 | - | - | - |
| Community Services 300 | 1,936 | 2,150 | 2,150 |
| TOTAL EXPENDITURES | \$ 24,963,896 | \$ 31,414,433 | \$ 33,768,901 |
| Outgoing Transfers & Other Transactions 400 | 74,244,145 | 77,241,605 | 75,634,324 |
| Fund Modifications 600 | 509,337 | 593,579 | 593,579 |
| TOTAL EXPENDITURES AND OTHER TRANSACTIONS | \$ 99,717,378 | \$ 109,249,617 | \$ 109,996,804 |
| EXCESS REVENUE OR (EXPENDITURES) | \$ 2,841,832 | \$ (2,319,591) | \$ - |
| FUND BALANCE AS OF JULY 1ST | 2,477,762 | \$ 5,319,591 | \$ 3,000,000 |
| FUND BALANCE ENDING JUNE 30TH | \$ 5,319,591 | \$ 3,000,000 | \$ 3,000,000 |

Special Education
2018-19

| TITLES | REGULAR BUDGET | 1034 Marcel Juv Dtn St Aid 2019 | 3700 Domino Headlee Data Collection 2019 | 6169 Title I Part D 2019 | 7579 Kruk IDEA Early On 2019 | 8019 Vannatter IDEA Flowthrough 2019 |
|------------------------------|----------------------|---|--|-----------------------------------|--|--|
| REVENUES | | | | | | |
| Local Sources 100 | \$ 86,517,640 | - | - | - | - | - |
| State Sources 300 | 9,044,913 | 2,800,000 | 5,469 | - | - | - |
| Federal Sources 400 | - | - | - | 11,079 | 304,043 | 10,430,839 |
| Incoming Transfers/Other 500 | 44,000 | - | - | - | - | - |
| Fund Modifications 600 | 216,641 | - | - | - | - | - |
| TOTAL REVENUES | \$ 95,823,194 | \$ 2,800,000 | \$ 5,469 | \$ 11,079 | \$ 304,043 | \$ 10,430,839 |
| EXPENDITURES | | | | | | |
| Basic Programs, Instr. 110 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Added Needs 120 | 11,347,728 | - | - | - | - | 301,560 |
| Pupil Support 210 | 10,578,666 | - | - | 11,079 | 177,432 | 36,338 |
| Instructional Staff 220 | 2,616,693 | - | - | - | 118,461 | 16,863 |
| General Administration 230 | 403,002 | - | - | - | - | - |
| School Administration 240 | 226,555 | - | - | - | - | - |
| Business Support 250 | 1,563,416 | - | - | - | - | - |
| Operations /Maintenance 260 | 2,838,759 | - | - | - | - | - |
| Transportation 270 | 54,593 | - | - | - | - | - |
| Central Support Services 280 | 2,156,334 | - | 5,469 | - | - | 1,137 |
| Community Services 300 | - | - | - | - | 2,150 | - |
| TOTAL EXPENDITURES | \$ 31,785,746 | \$ - | \$ 5,469 | \$ 11,079 | \$ 298,043 | \$ 355,898 |
| Outgoing Transfers/Other 400 | 62,467,117 | 2,800,000 | - | - | - | 10,033,448 |
| Fund Modifications 600 | 546,086 | - | - | - | 6,000 | 41,493 |
| TOTAL APPROPRIATED | \$ 94,798,949 | \$ 2,800,000 | \$ 5,469 | \$ 11,079 | \$ 304,043 | \$ 10,430,839 |
| EXCESS REV/EXPENSE | \$ 1,024,245 | \$ - | \$ - | \$ - | \$ - | \$ - |
| BEGINNING FUND BALANCE | \$ 3,000,000 | \$ - | \$ - | \$ - | \$ - | \$ - |
| ENDING FUND BALANCE | \$ 4,024,245 | \$ - | \$ - | \$ - | \$ - | \$ - |

| Special Education 2018-19 | | NEW Grant | 8109 | 9835 | 9840-015 | 9840-061 |
|------------------------------|--|--|----------------------------------|---|---|-------------------------------------|
| TITLES | 8059 Vannatter IDEA Preschool 2019 | 8070/8120 Vannatter Se Super 2019 | Vannatter IDEA Part B 2019 | Vannatter High Point Donations (Big Heart & Classrooms) | Vannatter Nursing Services Milan & Lincoln | Vannatter TC Svs Horn WTMC |
| REVENUES | | | | | | |
| Local Sources 100 | - | - | - | 100,000 | - | - |
| State Sources 300 | - | - | - | - | - | - |
| Federal Sources 400 | 265,389 | 130,000 | 23,000 | - | - | - |
| Incoming Transfers/Other 500 | - | - | - | - | 13,773 | 2,720 |
| Fund Modifications 600 | - | - | - | - | - | - |
| TOTAL REVENUES | \$ 265,389 | \$ 130,000 | \$ 23,000 | \$ 100,000 | \$ 13,773 | \$ 2,720 |
| EXPENDITURES | | | | | | |
| Basic Programs, Instr. 110 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Added Needs 120 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Pupil Support 210 | - | 65,369 | 8,643 | - | 203,678 | 39,236 |
| Instructional Staff 220 | - | 4,631 | 14,357 | 100,000 | - | - |
| General Administration 230 | - | - | - | - | - | - |
| School Administration 240 | - | - | - | - | - | - |
| Business Support 250 | - | - | - | - | - | - |
| Operations /Maintenance 260 | - | - | - | - | - | - |
| Transportation 270 | - | - | - | - | - | - |
| Central Support Services 280 | - | 60,000 | - | - | - | - |
| Community Services 300 | - | - | - | - | - | - |
| TOTAL EXPENDITURES | \$ - | \$ 130,000 | \$ 23,000 | \$ 100,000 | \$ 203,678 | \$ 39,236 |
| Outgoing Transfers/Other 400 | 265,389 | - | - | - | - | - |
| Fund Modifications 600 | - | - | - | - | - | - |
| TOTAL APPROPRIATED | \$ 265,389 | \$ 130,000 | \$ 23,000 | \$ 100,000 | \$ 203,678 | \$ 39,236 |
| EXCESS REV/EXPENSE | \$ - | \$ - | \$ - | \$ - | \$ (189,905) | \$ (36,516) |
| BEGINNING FUND BALANCE | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ENDING FUND BALANCE | \$ - | \$ - | \$ - | \$ - | \$ (189,905) | \$ (36,516) |

Special Education
2018-19

| TITLES | 9850-041 SW Vannatter Ancillary Svs WAVE | 9850-061TC Vannatter Ancillary Svs WAVE | 9855 Vannatter Ancillary Svs ECA | 9895 Vannatter Adjudicated Jail | 9859 Vannatter Ancillary Svs IB - WIHI 0.1 | TOTALS |
|------------------------------|---|--|---|--|--|-----------------------|
| REVENUES | | | | | | |
| Local Sources 100 | - | - | - | - | - | \$ 86,617,640 |
| State Sources 300 | - | - | - | - | - | \$ 11,850,382 |
| Federal Sources 400 | - | - | - | - | - | \$ 11,164,350 |
| Incoming Transfers/Other 500 | 2,180 | 45,156 | 9,617 | 18,817 | 11,528 | \$ 147,791 |
| Fund Modifications 600 | - | - | - | - | - | \$ 216,641 |
| TOTAL REVENUES | \$ 2,180 | \$ 45,156 | \$ 9,617 | \$ 18,817 | \$ 11,528 | \$ 109,996,804 |
| EXPENDITURES | | | | | | |
| Basic Programs, Instr. 110 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Added Needs 120 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 11,649,288 |
| Pupil Support 210 | 32,492 | 550,052 | 143,331 | 18,817 | 140,430 | \$ 12,005,563 |
| Instructional Staff 220 | - | - | - | - | - | \$ 2,871,005 |
| General Administration 230 | - | - | - | - | - | \$ 403,002 |
| School Administration 240 | - | - | - | - | - | \$ 226,555 |
| Business Support 250 | - | - | - | - | - | \$ 1,563,416 |
| Operations /Maintenance 260 | - | - | - | - | - | \$ 2,838,759 |
| Transportation 270 | - | - | - | - | - | \$ 54,593 |
| Central Support Services 280 | - | - | - | - | - | \$ 2,222,940 |
| Community Services 300 | - | - | - | - | - | \$ 2,150 |
| TOTAL EXPENDITURES | \$ 32,492 | \$ 550,052 | \$ 143,331 | \$ 18,817 | \$ 140,430 | \$ 33,837,271 |
| Outgoing Transfers/Other 400 | - | - | - | - | - | \$ 75,565,954 |
| Fund Modifications 600 | - | - | - | - | - | \$ 593,579 |
| TOTAL APPROPRIATED | \$ 32,492 | \$ 550,052 | \$ 143,331 | \$ 18,817 | \$ 140,430 | \$ 109,996,804 |
| EXCESS REV/EXPENSE | \$ (30,312) | \$ (504,896) | \$ (133,714) | \$ - | \$ (128,902) | \$ - |
| BEGINNING FUND BALANCE | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 3,000,000 |
| ENDING FUND BALANCE | \$ (30,312) | \$ (504,896) | \$ (133,714) | \$ - | \$ (128,902) | \$ 3,000,000 |

DRAFT

**Dexter Community Schools
Athletics Ad Hoc Committee
Meeting Minutes
May 1, 2018**

Board Members Present – Daryl Kipke (Chair), Ron Darr

Board Members Absent – Barbara Read

Staff Committee Members Present – Chris Timmis, Mike Bavineau, Kit Moran, David Teddy, Barb Santo

Staff Committee Members Absent – Sharon Raschke

Community Members/Coaches Present – Maria Harshe, Trish Machermer, Jodi Kniestadt, Josh Fink, Sean Myint, Rick Brandt, Michael McHugh

Others Present – none

Meeting called to order at 5:02pm by Committee Chair Daryl Kipke.

Committee Charge

1. Review and make recommendations to the Board of Education regarding DCS offerings and the structure of funded, self-funded and club funded sports.
2. Review and make recommendations to the Board of Education regarding a financially sustainable and Title IX-compliant Districtwide K-12 athletic program.

Approval of Minutes

Audience Participation

Discussion Items

- Presentation by Maria Harshe and Trish Machermer
- Review of District Funding and Athletics Cost Structure

Meeting adjourned at 6:30pm.

Next Meeting

May 15th 5:00pm at Copeland