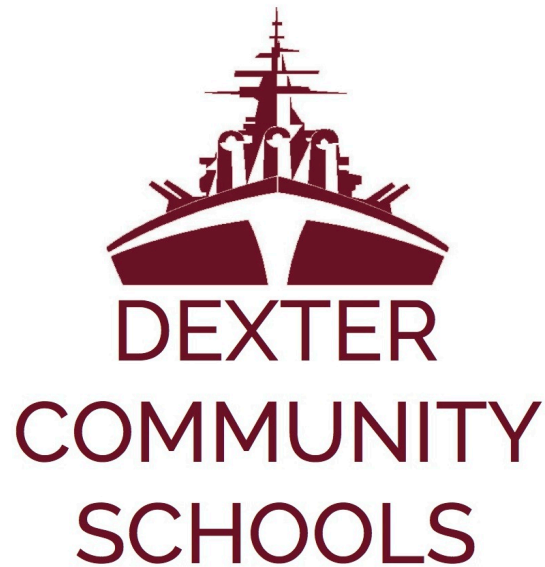


BOARD MEETING
PACKET
FEBRUARY 10, 2020



Our Vision:
Champion Learning –
Develop, Educate, and Inspire!

This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. There is time for public participation during the meeting as indicated in the agenda below (Bylaw 0166).

BOARD MEETING AGENDA

Per bylaw 0152, the Vice President will open the meeting.

- A. ROLL CALL**
 - 1. Appointment/Selection of President and Any Other Officers Needed (3 minutes)
- B. MEETING MINUTES (1/13/2019) (1 minute)**
- C. APPROVAL OF AGENDA (1 minute)**
- D. SCHOOL PRESENTATIONS (10 minutes)**
 - 1. Reproductive Health Curriculum Presentation and Public Hearing
- E. SUPERINTENDENT UPDATE (2 minutes)**
 - 1. District Offices Move
- F. STUDENT REPRESENTATIVES UPDATE (3 minutes)**
- G. PUBLIC PARTICIPATION (up to 30 minutes/max 5 per person)**
Per Policy 0167.3: 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 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.
- H. CONSENT ITEMS (1 minute)**
 - 1. Personnel – Resignations/Retirements
 - 2. Personnel – New Hires
 - 3. Personnel – Request for Leave
- I. ACTION ITEMS (~20 minutes)**
 - 1. Disband Athletics Ad Hoc Committee (1 minute)
 - 2. Policies – Second Reading (5 minutes)
 - 3. Policies – First Reading (10 minutes)
 - 4. Conservation Easement – Twin Turfs (1 minute)
- J. DISCUSSION ITEMS (30 minutes)**
 - 1. Board Vacancy (5 minutes)
 - 2. RHAC Curriculum (15 minutes)
 - 3. Mill Creek Interior Design Course Proposal (5 minutes)
 - 4. Legislative Relations Network Update (5 minutes)
- K. BOND UPDATE (1 minute)**
- L. PUBLIC PARTICIPATION See Policy 0167.3 (up to 15 minutes/max 3 per person)**
- M. BOARD COMMENTS (10 minutes)**
 - 1. Community Chat Summary
 - 2. Policy Committee Update
 - 3. Facilities Committee Update

CALENDAR

- *Monday, February 24 – 7:00pm
Board Meeting – Creekside
- *Tuesday, February 25 – 5:00pm-9:00pm
Board Interviews – Bates Boardroom
- *Tuesday, February 25 – 6:00pm-8:00pm
KG & Y5 Info Night D.E.E.C.
- *Wednesday, February 26 – 4:00pm-6:30pm
Board Interviews – Bates Boardroom
(as needed)
- *Thursday, February 27 – 6:00pm
Reproductive Health Curriculum
Community Meeting –
Creekside Innovation Room (311)

- N. INFORMATION ITEMS – none**
- O. CLOSED SESSION – none planned**

**BOARD NOTES
FEBRUARY 10, 2020**

A. ROLL CALL

1. Roll call.
2. At the January 13, 2020 meeting, the Board acted to suspend bylaws 0151 and 0152 to postpone election of officers until July, 2020. This was to match the pending policy update that would permanently move officer election to the July business meeting.

Current Bylaw 0151: The Board of Education shall organize annually at the first regularly scheduled Board meeting in January for the purpose of electing officers. The meeting shall be called to order by the Superintendent who shall serve as presiding officer during the election of officers.

Current Bylaw 0152: At the organizational meeting, the Board shall elect a President and Vice-President as well as a Secretary and Treasurer. Election of officers shall be by a majority of the full Board. Where no such majority exists on the first ballot vote, a second vote shall be cast for the two (2) candidates who received the greatest number of ballot votes.

Board President Michael Wendorf resigned effective January 31, 2020. The Board will need to appoint a President at this evening's meeting to fill that position.

- * An appropriate motion would be, "I move that _____ be nominated for the office of President."

In the event that the new President creates a vacancy in one of the other officer positions, a second motion will be necessary to fill that role.

- * An appropriate motion would be, "I move that _____ be nominated for the office of _____."

B. MEETING MINUTES

- * An appropriate motion might be, "I move that the Board of Education approve the meeting minutes from 1-13-2020 as presented/amended."

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 Board of Education approve the agenda as presented/amended."

D. SCHOOL PRESENTATIONS

1. Reproductive Health Curriculum Presentation and Public Hearing. At the January 13, 2020 meeting, the Reproductive Health Committee updated the Board on a reproductive health student survey and their intent to bring an updated curriculum proposal to the next meeting.

BOARD NOTES
FEBRUARY 10, 2020

Per board policies 2414 (Reproductive Health) and 2418 (Sex Education):
Before adopting any revisions in the materials or methods used in instruction under [these policies], including, but not limited to, revisions to provide for the teaching of abstinence from sex as a method of preventing unplanned or out-of-wedlock pregnancy and sexually transmitted disease, the Board shall hold at least two (2) public hearings on the proposed revisions. The hearings shall be held at least one (1) week apart and public notice of the hearings shall be given in the manner required for Board meetings. A public hearing held pursuant to this section may be held in conjunction with a public hearing held pursuant to M.C.L. 380.1169.

This evening is the first public hearing on this topic. The presiding chair will open the hearing. Following the proposal presentation, members of the public will have the opportunity to discuss the proposed curriculum. This proposal will also be a discussion item for Board members during the discussion agenda to ensure that all Board members have the time to digest and discuss. On February 27th at 6pm, there will be a community meeting at Creekside Room 311 to provide additional time for discussion. The second public hearing and Board vote will be on an agenda in March/ April.

E. SUPERINTENDENT UPDATE

1. District Offices Move

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 policy 0167.3, Public Participation at Board Meetings.*

H. CONSENT ITEMS

- * An appropriate motion might be, "I move that the Board of Education approve the consent items in bulk."
- 1. Personnel – Resignations/Retirements. Your packet contains a retirement letter from teacher Victoria Smith effective June 15, 2020.
 - * An appropriate motion might be, "I move that the Board of Education acknowledge Victoria Smith's retirement."
- 2. Personnel – New Hires. Your packet contains resumes and letters of recommendation from Principal Katie See and Executive Director of Curriculum Mollie Sharrar for open teaching positions at Wylie and the District.
 - * An appropriate motion might be, "I move that the Board of Education offer Kara Constable, Amy Yu, and Emily Logan probationary teaching contracts for the remainder of the 2019-2020 school year."
- 3. Personnel – Requests for Leave. Your packet contains a request for leave of absence for the remainder of this school year from teacher Kate Boynton.
 - * An appropriate motion might be, "I move that the Board of Education approve Kate Boynton's request for leave through the end of the 2019-20 school year."

BOARD NOTES
FEBRUARY 10, 2020

I. ACTION ITEMS

1. Disband Athletics Ad Hoc Committee. At the January 13, 2020 meeting, the Board acted to implement the Athletics Restructuring Proposal. Because the committee's charge has been fulfilled, it is appropriate for the Board to disband the ad hoc committee at this time.

* An appropriate motion might be, "I move that the Board of Education disband the Athletics Ad Hoc Committee."

2. Policies – Second Reading. Your packet includes the following bylaws, which were approved for first reading on January 13, 2020: 0100 - definitions, 0141.1 - Student Body Representatives, 0144.2 - Board Member Ethics, 0142.7 - Orientation, 0143.1 - Public Expression of Board Members, 0144.3 - Conflict of Interest, 0151 - Organizational Meeting, 0152 - Officers, 0154 - Business Meeting, 0155 - Committees, 0161 - Parliamentary Authority, 0165.6 - Cancellation, 0166 - Agenda, 0167.2 - Closed Session, 0167.3 - Public Participation at Board Meetings, 0167.5 - Use of Electronic Mail, 0168.1 - Open Meeting Minutes, 0171.1 - President, 0171.2 - Vice President, 0171.3 - Secretary, 0171.4 - Treasurer. Minor edits have been made as requested during first reading. These are noted in the Second reading summary. These items are presented for second reading and final approval this evening.

* An appropriate resolution might "I move that the Board of Education approve the attached bylaws (0100, 0141.1, 0144.2, 0142.7, 0143.1, 0144.3, 0151, 0152, 0154, 0155, 0161, 0165.6, 0166, 0167.2, 0167.3, 0167.5, 0168.1, 0171.1, 0171.2, 0171.3, 0171.4) for second reading and final approval as presented /amended."

2. Policies – First Reading. Your packet contains notes and the following draft policies: 1442.01 - Drug-Free Workplace; 1430, 3430, 4430 - Leaves of Absence; 2210 - Curriculum Development; 3120, 3120.04 - Employment of Professional Staff/Substitutes; 5113.02 - Schools of Choice Options; 5200 - Attendance; 5350 - Student Suicide; 6321 – New Construction; 8402 – Emergency Operations Plan; 8500 – Food Services.

* An appropriate motion might be, "I move that the Board of Education approve the attached policies (1442.01, 1430, 3430, 4430, 2210, 3120, 3120.04, 5113.02, 5200, 5350, 6321, 8402, and 8500) for first reading as presented /amended."

3. Conservation Easement – Twin Turfs. As a part of the Dexter High School Twin Turf construction, DCS mitigated a wetland. Required with the permit is a conservation easement with EGLE (formerly MDEQ) for access to the wetland for inspection. Attached is a proposed Conservation Easement. This item was discussed at the January 13, 2020 meeting and is presented for action this evening.

* An appropriate motion might be, "I move that the Board of Education authorize the Superintendent to sign the attached conservation easement for the Twin Turfs wetland mitigation."

BOARD NOTES
FEBRUARY 10, 2020

J. DISCUSSION ITEMS

1. Board Vacancy. Based on vacancy questions received at the District level and directed to Board members, the Board should discuss how to address these queries to ensure all applicants have equal opportunities.
2. Legislative Relations Network Update. LRN representative Julie Schumaker will share with the Board recent legislative topics and /or actions.
3. Reproductive Health Curriculum Proposal. Earlier in the meeting, you will have heard a presentation of the proposed new reproductive health curriculum and any comments from community members at the public hearing. Your packet contains the formal proposal and results of the student survey. Links to the sample lessons have been posted on the district website for review. This item is presented for discussion at this time.
4. Mill Creek Interior Design Course Proposal. Your packet includes a course proposal from Mill Creek for a new Interior Design elective. Staff will be available to answer questions. This item is presented for discussion.

K. BOND UPDATE

L. PUBLIC PARTICIPATION

M. BOARD COMMENTS

1. Community Chat Summary

N. INFORMATION ITEMS – none

O. CLOSED SESSION – none planned

DEXTER COMMUNITY SCHOOLS BOARD OF EDUCATION
MEETING MINUTES – JANUARY 13, 2020
Creekside Media Center

The meeting was called to order at approximately 7:00pm by Superintendent Chris Timmis.

A. ROLL CALL

Members Present: Ron Darr, Mara Greatorex, Daryl Kipke (~7:03), Dick Lundy, Barbara Read, Michael Wendorf, Student Representative Annalisa Shehab

Members Absent: Julie Schumaker, Student Representative Chad Robards

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

DEA: Jessica Baese, Crystal Zurek

DESPA: D'Ann Dunn

Guests: Jami Bronson, Craig McCalla, Anne Nakon, Brett Pedersen, Rob Gram, David Teddy, David Sinopoli, Autumn Campbell, Jerry Brand, Jim McCargar, Will Wendorf, Kim Kirkey, Lisa Judge, Louisa Judge, Sarah Tchoryk, Tammie Delles, Chrissy Hladky

Press: Lonnie Huhman (The Sun Times News), Melanie McIntyre (We Love Dexter)

Ron Darr made a motion that the Board suspend bylaws 0151 and 0152 and postpone the election of officers until the July 2020 organization or other time agreed upon by the board. Dick Lundy seconded the motion. **Motion Carried (unanimous).**

B. MEETING MINUTES

Ron Darr made a motion to approve the regular meeting minutes and closed meeting minutes from December 16, 2019 as presented. Mara Greatorex seconded the motion. **Motion Carried (unanimous).**

C. APPROVAL OF AGENDA

Ron Darr made a motion to approve the agenda as presented. Dick Lundy supported the motion. **Motion Carried (unanimous).**

D. SCHOOL PRESENTATIONS

1. School Board Recognition Month. January is School Board Recognition month. The Superintendent thanked Board members for their service and presented them with a district photo calendar as a token of appreciation.
2. Board President Recognition. The Superintendent presented Board President Michael Wendorf with a plaque recognizing his fifteen years of board service. (Wendorf has announced his intent to resign effective January 31st to move out of state).
3. RHAC Curriculum Update. The Reproductive Health Advisory Committee shared with the Board a slideshow outlining the reasons reproductive health education is important, MiPHY data, the results of a recent DCS student poll regarding reproductive health education, and the Committee's intent to bring a proposal for updated curriculum to the Board in February. The current Dexter Schools Reproductive Health curriculum has not been updated since 2010 and the publisher (The Michigan Model) has no plans to update it. Students initiated the committee conversation about updating the curriculum. The following

DEXTER COMMUNITY SCHOOLS BOARD OF EDUCATION
MEETING MINUTES – JANUARY 13, 2020
Creekside Media Center

RHAC members spoke: Community Education Director David Teddy, parent Dr. Lisa Judge, former DHS Gay Straight Alliance advisor Autumn Campbell, Mill Creek Health Teacher Crystal Zurek, parent Kim Kirkey, and a DHS student spoke during the presentation. The slideshow has been posted on the website. Per board policy 2414, there will be two public hearings prior to a vote on the updated curriculum proposal.

E. SUPERINTENDENT UPDATE

1. With financial support from E4DS, the District has scheduled a mental health program called Mood Lifters with groups for staff, Creekside, Mill Creek, and DHS.
2. The county tech consortium will need to do an update to firewalls and backup storage in the near future.
3. Bates should be ready for the first wave of admin offices to move in by the end of February.

F. STUDENT REPRESENTATIVE REPORT

1. Anna Shehab updated the Board on high school activities.

G. PUBLIC PARTICIPATION

1. Jim McCargar thanked Michael Wendorf for his service and made a comment.

H. CONSENT ITEMS

1. Mara Greatorex made a motion that the Board approve the consent items in bulk. Barbara Read seconded the motion. **Motion Carried (unanimous).**
 - a. The Board accepted Agnes Krynski and Kelley Stearns's resignations.
 - b. The Board offered Ulysses (Tara) McNeal a probationary teaching contract for the remainder of the 2019-2020 school year.

I. ACTION ITEMS

1. Policies – First Reading. There were minor edits to bylaws 0100 (definitions), 0161 (parliamentary procedure), 0166 (agenda), and 0167.3 (public participation). Dick Lundy made a motion that the Board of Education approve draft bylaws 0100, 0141.1, 0144.2, 0142.7, 0143.1, 0144.3, 0151, 0152, 0154, 0155, 0161, 0165.6, 0166, 0167.2, 0167.3, 0167.5, 0168.1, 0171.1, 0171.2, 0171.3, 0171.4 as amended. Daryl Kipke supported the motion. **Motion Carried (unanimous).**
2. Schools of Choice Slots for 2020-2021. Dick Lundy made a motion that the Board of Education offer thirty slots for the DHS IB Programme (ten students each in grades 9, 10, and 11) plus a minimum of one student in each grade level from Young Five through eighth grade, as well as at least one spot for the Virtual School and at least one spot for the Early Middle College for the 2020-2021 school year. Ron Darr supported the motion. **Motion Carried (unanimous).**
3. Athletics Restructuring Proposal. Barbara Read requested that the Board vote separately on the restructuring proposal and the fee

DEXTER COMMUNITY SCHOOLS BOARD OF EDUCATION
MEETING MINUTES – JANUARY 13, 2020
Creekside Media Center

structure included in the proposal. The Board consensus was to proceed with a vote on the proposal as it had been presented and discussed at the last two meetings. Mara Greatorex made a motion that the Board of Education adopt the attached Athletics Restructuring Proposal [pages 1-3 of 5 in the packet document], effective fall 2020. Ron Darr supported the motion. **Motion Carried (5-1, Read against).**

4. Board Member Compensation. Barbara Read made a motion that the annual compensation for Board members be \$840 for the 2020 term of office. Ron Darr supported the motion. **Motion Carried (unanimous).**
5. MASB Winter Conference Participation. Ron Darr made a motion that the Board of Education authorize registration fees and associated travel expenses for any interested / eligible Board members to attend the MASB winter conference this February. Dick Lundy seconded the motion. **Motion Carried (unanimous).**
6. Bid Package 24 – Chiller & Cooling Towers Installation. Dick Lundy made a motion that the Board of award contracts for the Chiller & Cooling Towers Installation and assign them to Granger Construction for management as shown in the attached recommendation letter dated December 12, 2019. Michael Wendorf seconded the motion. **Motion Carried (5-0, Darr abstaining).**

J. DISCUSSION ITEMS

1. Financial Narratives. Michael Wendorf remarked upon the usefulness of the quarterly financial narratives to help interested parties understand district finances.
2. Process to Appoint a New Board Member. Board President Michael Wendorf has submitted his resignation from the Board, effective January 31st. The Board discussed the timeline and process to appoint a new board member to fill the seat until the term expires in December, 2020.
 - a. On February 3rd, the District will send an email to all families notifying them of the vacancy and request that those interested in applying to fill the seat send a letter of intent to the Board of Education by February 19th.
 - b. Brief interviews with the board will be scheduled over two evenings: February 25th and 26th (as needed depending on the number of applicants).

K. BOND UPDATE

1. Delivery of lockers has been delayed; the grass at the quad fields is looking good; the District will be self-managing any remaining projects from the first series because the Granger contract expired 12-31-2019.

L. PUBLIC PARTICIPATION – none

DEXTER COMMUNITY SCHOOLS BOARD OF EDUCATION
MEETING MINUTES – JANUARY 13, 2020
Creekside Media Center

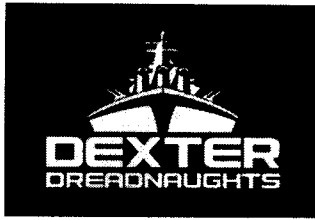
M. BOARD COMMENTS

1. Community Chat Update. Only one community member attended the chat. Mara Greatorex, Barbara Read, and Michael Wendorf attended. Participants agreed it is good to hold the chats regularly even if people don't consistently attend so the community knows they are available if needed.
2. Policy Committee Update. This was covered during the Bylaws first reading.
3. Facilities Committee Update. This was covered during the action and discussion agendas.
4. All the Board members thanked Michael Wendorf for his fifteen years of thoughtful, productive service. Michael Wendorf noted that he "got more than he gave."

At approximately 9:20pm, Michael Wendorf made a motion to adjourn the meeting. Dick Lundy seconded the motion. **Motion Carried (unanimous).**

MINUTES/hlv

Mara Greatorex
Secretary
Board of Education



Wylie Elementary School
3060 Kensington, Dexter, Michigan 48130
Katie See, Principal
734-424-4140
seek@dexterschools.org

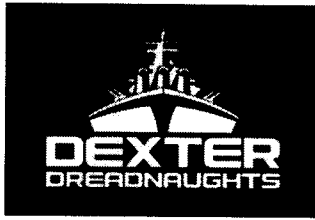
To: Dexter Board of Education
From: Katie See
Subject: Classroom Teacher Recommendation
Date: January 16, 2020

As a result of our most recent interview process, we would like to recommend Kara Constable for the fourth grade teaching position at Wylie. Kara was a student teacher in a third grade classroom at Symons Elementary School in Milan. Kara is a graduate of Eastern Michigan University where she received her Bachelor of Arts degree in elementary education.

Our interview committee was comprised of: Mollie Sharrar, Betsy Schmidt, Jennifer Johnson, Jill Covington, Karen Eby, Roxanne Kohler, Laura Armbruster, Deb Eber, Susan Karsch, Mollie Kemp, Haley Breedveld, myself and Wylie third and fourth grade students. We highly recommend Amy and feel confident that she will make a difference in the lives of Dexter students for years to come.

Thank you,

Katie See
Principal



Wylie Elementary School
3060 Kensington, Dexter, Michigan 48130
Katie See, Principal
734-424-4140
seek@dexterschools.org

To: Dexter Board of Education
From: Katie See
Subject: Classroom Teacher Recommendation
Date: January 16, 2020

As a result of our most recent interview process, we would like to recommend Amy Yu for the third grade teaching position at Wylie. Amy has taught first and fourth grades at University Prep Science and Mathematics School in Detroit. Amy is a graduate of Central Michigan University where she received her Bachelor of Science degree in elementary education.

Our interview committee was comprised of: Mollie Sharrar, Betsy Schmidt, Jennifer Johnson, Jill Covington, Karen Eby, Roxanne Kohler, Laura Armbruster, Deb Eber, Susan Karsch, Mollie Kemp, Haley Breedveld, myself and Wylie third and fourth grade students. We highly recommend Amy and feel confident that she will make a difference in the lives of Dexter students for years to come.

Thank you,

Katie See
Principal

Kara Constable

Kara Constable
(contact info redacted)

Objective: To provide an excellent, rewarding, and safe educational experience for students.

EXPERIENCE

Student Teaching Experience, Symons Elementary: Milan, MI-3rd Grade

September 2019-Present

Co-taught (8 weeks) Lead teaching (5 weeks), individual lesson planning and team collaboration, large focus on building classroom community while incorporating Zones of Regulation into the classroom, behavior management, respectful and professional communication with staff, administration, and parents when needed. Attended professional development throughout the semester, as well as monthly staff meetings, and parent teacher conferences.

EDUStaff, Washtenaw County, MI-Substitute Teacher Grades K-8

September 2018-Present

Following lesson plans, managing each classroom, and providing a safe classroom environment for students.

Smokehouse 52, Saline, MI-Server

April 2019-November 2019

Providing excellent customer service, working at a fast pace, multitasking, and communicating with customers and coworkers.

Biggby Coffee, Ann Arbor, MI-Barista -- promoted to PERColator (assistant manager)

December 2017-September 2018

Producing high quality drinks, working at a fast pace, engaging with customers, and managing staff.

EDUCATION

Eastern Michigan University, Ypsilanti, MI — Elementary Education (Language Arts)

Fall 2013, January 2017-Present

GPA: 3.56

Expected Graduation Date: December 15th 2019

Jackson College, Adrian, MI— General Education courses

Spring 2014-Winter 2015

SKILLS

- Experience working in a fast paced workplace
- Experience working in a classroom environment with children: Kindergarten-8th grade.
- Experience using Zones of Regulation
- Proficient in Google Docs, Google Sheets, and Google Slides
- Proficient in Word, Excel, and Powerpoint
- Excellent organization, communication, and problem solving skills
- Self motivated
- Work well in a team setting
- Excellent time management skills
- Experience with Everyday Mathematics, Fountas and Pinnell, and The Balanced Literacy Classroom

CERTIFICATIONS

- Michigan Test for Teacher Certification: Passed (October 2019)
- Elementary Education (K-8) Language Arts Concentration: Expected Completion- (December 2019)
- CPR and First Aid Certification



DEXTER COMMUNITY SCHOOLS
2200 N. PARKER RD.
Dexter, MI 48130
(734) 424-4240 ext. 7346
email: sharrarm@dexterschools.org

Mollie Sharrar
Executive Director of
Instruction and
Strategic Initiatives

To: Dexter Community Schools Board of Education
From: Mollie Sharrar
Subject: New Hire
Date: January 21, 2020

Applications submitted in Frontline Education for the 1.0 Elementary/Reading Intervention position at K-3 were reviewed in January. Six candidates were selected for teaching interviews. As a result of this process, the interview team identified a leader in this competitive and well-qualified applicant group. I am recommending Emily Logan for the K-2 reading intervention position at the DEEC for the remainder of the 2020 school year. At the close of the 2019/2020 school year, Emily will transition to a classroom position with Megan Hendricks assuming the role of reading intervention specialist.

Emily graduated with a Bachelor of Science degree from Central Michigan University in 2017 with an elementary teaching certificate. She is endorsed to teach Math, English Language Arts and American Sign Language. She comes to Dexter with a passion for teaching and coaching, promoting positive interactions with her students and their families. She comes to us with experience as a teacher in Romulus School District, as a paraeducator in Dexter, and a coach for Dexter Aquatics Club. I am confident Emily will be a great addition to Dexter Community Schools and we are excited to have her join our team!

The interview team included Laura Armbruster, Jill Covington, Deb Eber, Karen Eby, Susan Karsch, Mollie Kemp, Betsy Schmidt, Katie See, Mollie Sharrar, and Chris Timmis.

Mrs. Emily M. Logan

Elementary School Teacher

EDUCATION

Central Michigan University, 1200 South Franklin, Mt. Pleasant, MI 48859
Graduation Date: May 6, 2017 Overall GPA: 3.61
Major: Elementary Education
Minor: Mathematics, English Language Arts, and American Sign Language

EXPERIENCE

FIRST GRADE PROFESSIONAL EDUCATOR

Wick Elementary/ September 2018 – October 2019

I was employed as a first-grade teacher in Romulus Community School District. I had been teaching first-grade to a wide range of skills, with more than half reading below grade level. Some of the responsibilities of this job include but are not limited to:

- Differentiating lessons and lesson plans to fit needs of all students.
- Creating small groups that challenge each student.
- Teaching letters and sounds.
- Managing and creating classroom routine.
- Keeping running records.
- Creating math manipulatives.
- Participating in school activities and teacher meetings.
- Following student IEP's.
- Keeping data and tracking student's academics and behavior.
- Utilizing technology to enhance student learning and engagement.
- Using MiStar to track attendance, grades, and goals.

PARAPROFESSIONAL EDUCATOR

Cornerstone Elementary School/ September 2017 – June 2018

During the 2017/2018 school year, I was employed as a para-educator in Dexter Community Schools. This has given me the opportunity to work in a first-grade classroom with a child who has been identified and needs extra support. Some of the responsibilities of this job include but are not limited to:

- Following behavior plans and working with the special education team.
- Collecting data to contribute to IEP.
- Tracking and collecting data for students individualized goals.
- Leading individual instruction.
- Flexibility when needed.
- Collaboration with teacher and teams.
- NWEA support.
- Using reflective practices.
- Providing extra support for other teachers.
- Volunteering time after school.
- Working in small group.

MIDDLE SCHOOL SWIM COACH

Mill Creek Middle School/ November 2017 – February 2018

I worked as a swim coach during the winter middle school swim season. I was given the opportunity to work with students that had a range of ability. Some of the responsibilities of this job included but are not limited to:

- Parent communication via email, phone calls, text messages, and meetings.
- Collecting data.
- Creating lane assignments.
- Running meets.
- Responding to emergency situations.

 redacted

 redacted

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STUDENT TEACHING

Third Grade

Onsted Elementary, Onsted
January 3, 2017 – May 4, 2017

PRE-STUDENT TEACHING

Fourth Grade

Clare Elementary, Clare
2016

PRE-STUDENT TEACHING

First Grade

Vowels Elementary, Mount Pleasant
2016

SKILLS

Collaboration

Critical Thinking

Workshop Model

Differentiated Instruction

Creativity

TECHNICAL SKILLS

Microsoft Office Suite

Google Applications

LiveBinder

Google

ACHIEVEMENTS

SEMESTER HONORS LIST

Central Michigan University
2012 – 2016

PRESIDENT'S LIST

Central Michigan University
2016 – 2017

CUM LAUDE GRADUATE

Central Michigan University
2017

VOLUNTEER EXPERIENCES

AFTER SCHOOL TUTORING

Onsted Elementary
Reading Tutor
February – April 2017

LOVE AND LOGIC CHILD CARE

Onsted Elementary
Childcare Assistant
February 2017

LUNCH BUDDIES

CMU Volunteer Center
Mentor
September 2015 – May 2016

COUNCIL of FUTURE EDUCATORS

Member
January 2015 – May 2016

KIDS HOPE USA

Mount Pleasant Community Church
Mentor
September 2015 – December 2016

VACATION BIBLE SCHOOL

Mount Pleasant Community Church
Leader/Assistant
2008-2015

CAMP GOOD GRIEF

Camp Good Grief
Counselor
September – October 2012

OTHER WORK EXPERIENCE

SUBSTITUTE TEACHER

PCMI/PESG/ April 2016 – May 2017

I worked as a substitute teacher for PCMI in the Mount Pleasant Public School district as well as for Clare Public Schools. I worked as a substitute teacher for PESG in Lenawee County. I was given the opportunity to work in various K-12 classrooms. Some of the responsibilities of this job included but are not limited to:

- Knowledge of CCSS and GLECs.
- Using the school curriculum guides.
- Going over expectations.
- Utilizing time well.
- Individualized help for struggling students.
- Following classroom management plans.
- Leaving detailed notes of interactions with students.
- Being flexible.

NANNY

Saline MI/ May 2017 – January 2019

I am currently working as a nanny for a family that has young children. Each child has a specific need for support. The responsibilities of this job include but are not limited to:

- Working on fine motor skills.
- Academic work.
- Deescalating behavior.
- Reading books.
- Providing activities with no restrictions.
- Encouraging each child to have fun.
- Providing confidence.

OFFICE CLERK

CMU Bookstore/ October 2012 – December 2016

I worked as an office clerk at Central Michigan University for the CMU Bookstore. Here I was required to perform various tasks which included but were not limited to:

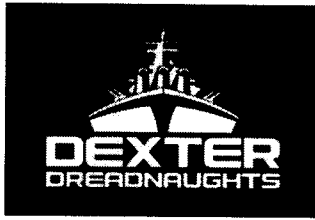
- Customer Service.
 - Communication with parents.
 - Problem solving.
 - Providing answers to those with concerns.
- Filing.
 - Online orders, purchase orders, textbook and clothing orders.
 - Creating a new filing system.
- Creating an instruction manual still used today.
- Flexibility with filling in, in other departments who were short staffed.

SUMMER CAREER CAMP TEACHER ASSISTANT

PESG/ June 2016 – August 2016

I worked at the LISD Summer Career Camp as a teacher assistant. This was a camp where students from all over Lenawee County could come and participate. The responsibilities of this job included but are not limited to:

- Maintaining classroom organization.
 - Coming into work early.
 - Running errands.
 - Collecting classroom supplies.
- Leading whole class and individualized instruction.
- Providing a safe environment.
 - Chaperoning field trips.
 - Supervising activities.
 - Using social situations to teach safe life lessons.



Wylie Elementary School
3060 Kensington, Dexter, Michigan 48130
Katie See, Principal
734-424-4140
seek@dexterschools.org

To: Dexter Board of Education
From: Katie See
Subject: Classroom Teacher Recommendation
Date: January 16, 2020

As a result of our most recent interview process, we would like to recommend Amy Yu for the third grade teaching position at Wylie. Amy has taught first and fourth grades at University Prep Science and Mathematics School in Detroit. Amy is a graduate of Central Michigan University where she received her Bachelor of Science degree in elementary education.

Our interview committee was comprised of: Mollie Sharrar, Betsy Schmidt, Jennifer Johnson, Jill Covington, Karen Eby, Roxanne Kohler, Laura Armbruster, Deb Eber, Susan Karsch, Mollie Kemp, Haley Breedveld, myself and Wylie third and fourth grade students. We highly recommend Amy and feel confident that she will make a difference in the lives of Dexter students for years to come.

Thank you,

Katie See
Principal

Amy Yu

contact info redacted

Education

BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION **CENTRAL MICHIGAN UNIVERSITY | MAY 2018**

- Double majored in Language Arts and Social Studies with a concentration in History

Skills & Abilities

- Excellent communication skills
- Leader in Me leadership skills
- Ability to motivate and challenge students academically
- Ability to differentiate instruction
- Orton-Gillingham Certified

Experience

1ST GRADE TEACHER AT UNIVERSITY PREP SCIENCE & MATH ELEMENTARY IN DETROIT, MI AUG 2019-PRESENT

- Responsible for being the lead teacher of 28 students in first grade in an urban environment
- Implemented Orton-Gillingham strategies to increase knowledge of phonics, fluency, and comprehension
- Differentiated ELA centers and homework based on skill level to address individual needs
- Supported students through rigorous Math (Eureka) and ELA (EL) curriculum by analyzing key standards, whole group activities, and small group work
- Incorporated mini-lessons, independent reading, writing time, read alouds, and mentor text in ELA

4TH GRADE TEACHER AT UNIVERSITY PREP SCIENCE & MATH ELEMENTARY IN DETROIT, MI AUG 2018-JUNE 2019

- Responsible for being the lead teacher of 26 students in fourth grade in an urban environment
- Administered MSTEP and ANET testing where students scored 4% above average
- Communicated with parents on a regular basis via email, ClassDojo, phone calls, email, and conferences
- Attended daily team meetings, weekly staff meetings/PLCs, and monthly Professional Development sessions
- Annotated lesson plans each week
- Taught general education students as well as students with IEPs
- Ability to redirect students exhibiting behavioral issues with patience
- Evaluated academic and social growth of students by keeping records and preparing progress reports
- Established and maintained relationships with students, staff, parents, and community

HIGHLANDS ELEMENTARY IN IMMOKALEE, FLORIDA MARCH 2018-APRIL 2018

- Student taught in a gifted and talented third grade classroom in a rural environment with ELL students
- Experience with Leader in Me leadership skills

January 21, 2020

Dear Mrs. Reich and Dr. Timmis,

This is the official notification of my retirement. I plan to retire at the end of the 2019-2020 school year. My last day of work will be June 15, 2020. Thank you for the growth opportunities I have experienced throughout my 32-year career in Dexter. I hope that I have made a positive contribution to the development of the School District's staff and students.

Sincerely,

A handwritten signature in dark ink that reads "Victoria Smith". The signature is written in a cursive style with a large, prominent "V" and "S".

Victoria Smith



Barb Santo <santob@dexterschools.org>

Leave request

1 message

Kate Boynton <boyntonk@dexterschools.org>

Thu, Jan 30, 2020 at 7:08 AM

To: Barb Santo <santob@dexterschools.org>

Dear Dexter Board of Education,

I am requesting a leave for the remainder of the 2019-2020 school year.

Thank you,
Kate Boynton

--
Kate Boynton
Third Grade Teacher
Wylie Elementary
Dexter Community Schools
734.424.4140 ext 4406

View our website: [Team Trifecta Website](#)

Like and follow our class on Facebook: [Team Trifecta Facebook](#)

Follow us on twitter: [@teamtrifecta3](#)

Dexter Community Schools
Board of Education
Executive Summary and Recommendation

Purpose: Provide an updated, comprehensive resource to the 7-12 grade Reproductive health curriculum to better meet the needs of all our students, including those who identify as LGTBQ+.

Explanation: The Reproductive Health Advisory Committee is composed of DCS faculty and students, Dexter community members, and parents of Dexter students. The RHAC meets a minimum of five times each school year. All of the 2018-2019 meeting dates and each meeting for the 2019-2020 school year have included some discussion regarding the need for LGBTQ curriculum, investigating and reviewing specific curriculum, and the adoption of the Rights, Respect, and Responsibility curriculum in particular. Important discussion points, comments, and points of action include:

- The RHAC was approached by high school students from the Gay-Straight Alliance expressing concern that the current reproductive health curriculum does not meet the needs of LGBTQ+ students. They expressed the need for an LGBTQ+ inclusive curriculum in Dexter.
- The need for an inclusive LGBTQ+ curriculum was discussed in depth. Data that was discussed that supports this need include:
 - LGBTQ students experience stigma and discrimination through bullying, physical assaults, sexual harassment, verbal assaults, and harassment;
 - Feeling unsafe at school has a negative effect on academic performance, including increased absenteeism, lower grade point averages than their gender-conforming peers, and a higher likelihood to drop out of school;
 - Discrimination and harassment leads to higher rates of suicidal ideation and attempted suicide among LGBTQ youth, higher rates of anxiety, depression, eating disorders and self-harm, higher rates of substance abuse, and higher rates of high-risk sexual behaviors resulting in HIV, STI's, and unintended pregnancy;
 - Protective factors, including support from peers, school connectedness, supportive educators, anti-bullying policies, and an inclusive and comprehensive sexuality education can improve the health and well-being of LGBTQ+ students.
- Data from the 2017-2018 Michigan Profile for Healthy Youth (a risk-behavior survey administered every two years) showed that of all 7th, 9th, and 11th-grade students surveyed, 46 Dexter students identify as lesbian, gay, or bisexual. Assuming this was a good representative sample, this would mean approximately 92 students grades 7-12 identify as gay, lesbian, or bisexual. The committee felt this was a significant number of students whose needs are not being met by the current curriculum.
- A survey of 7th-12th grade students showed a general lack of knowledge in LGBTQ issues and a desire to learn more.
- The district has recently focused on social-emotional learning targets and mental health initiatives for our students. This curriculum would help address

Dexter Community Schools
Board of Education
Executive Summary and Recommendation

these issues not only for Dexter's LGBTQ students, but for all Dexter students, and would align with district initiatives.

- The current resource has not been updated since 2010 and there are no current plans to update it. It does not contain LGBTQ lessons.
- The Advocates for Youth Rights, Respect, Responsibility 7-12 grade curriculum was selected for the following reasons:
 - It is aligned with the National Sexuality Education Standards
 - It is a comprehensive curriculum addressing many topics involving reproductive health
 - It has developed lesson plans and requires no teacher training
 - The authors are recognized experts and have extensive experience in the field of sexuality education
 - It is a free curriculum
 - This curriculum was recommended by Laurie Bechhofer, HIV/STD Education Consultant with the Michigan Department of Education

Recommendation:

The Reproductive Health Advisory Committee and administrative team are recommending the adoption of the Advocates for Youth Rights, Respect, Responsibility curriculum for grades 7-12. This is a free resource that will not result in additional expenditures by the district.

DCS Reproductive Health Education Student Survey

The Reproductive Health Advisory Committee for the Dexter Community Schools works with the school district to make sure that you receive accurate, comprehensive information about reproductive health that will help you stay safe and healthy. The committee consists of parents, teachers, administrators, and students. We are always looking for more student representation!

We are asking for your help! By completing this brief survey you will give us important information about how well the current reproductive health classes you have received are meeting the needs of students. PLEASE take a couple of minutes to give us honest answers to the questions below. Your responses will be anonymous and will NOT be linked with your name or email address.

* Required

What topics below do you feel you understand well? (click all that apply) *

Puberty, reproductive anatomy, and how reproduction takes place

Pregnancy and birth

HIV and other sexually-transmitted infections

Contraception

Healthy relationships

Sexual harassment

Avoiding risky situations/personal safety/consent

LGBTQ+ health

Gender identity

Other:

Where do you feel you've received the most knowledge about reproductive health and the topics listed above?

School

Home

Both

Other:

What topics below do you want or need more information about? (click all that apply) *

Puberty, reproductive anatomy, and how reproduction takes place

Pregnancy and birth

HIV and other sexually-transmitted infections

Contraception

Healthy relationships

Sexual harassment

Avoiding risky situations/personal safety/consent

LGBTQ+ health

Gender identity

Other:

What grade are you currently in? *

- 7th Grade
- 8th Grade
- 9th Grade
- 10th Grade
- 11th Grade
- 12th Grade

If you are in grades 7-8, have you had the Adolescent Health class? *

- Yes
- No
- I am taking Adolescent Health right now
- I am in high school

If you are in grades 9-12, have you had the High School Health and Wellness class? *

- Yes
- No
- I am in High School Health and Wellness right now
- I am in middle school

How do you identify?

- Female
- Male
- Gender expansive/non-binary
- I prefer not to answer

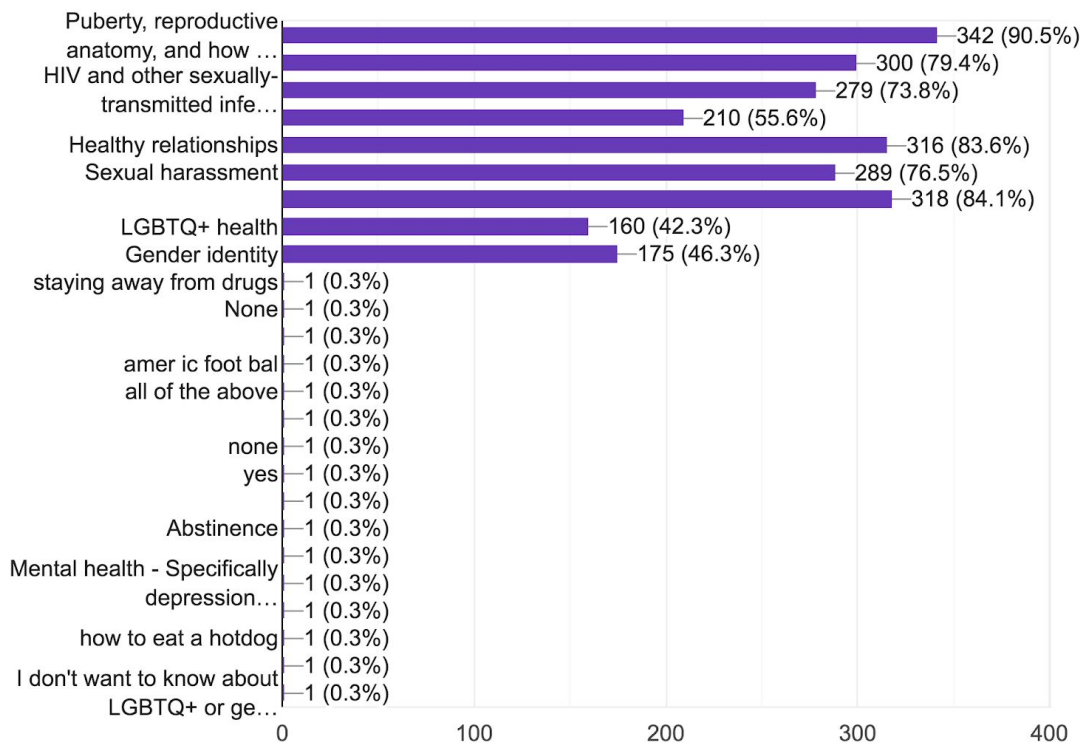
Thank you for your honest answers to our questions. - The
Reproductive Health Advisory Committee

SUBMIT

DCS Reproductive Health Education Student Survey Results

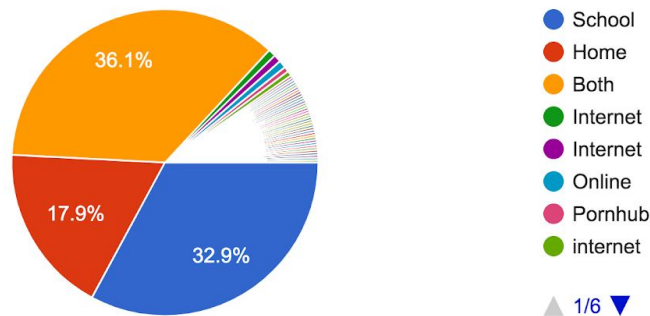
What topics below do you feel you understand well? (click all that apply)

378 responses



Where do you feel you've received the most knowledge about reproductive health and the topics listed above?

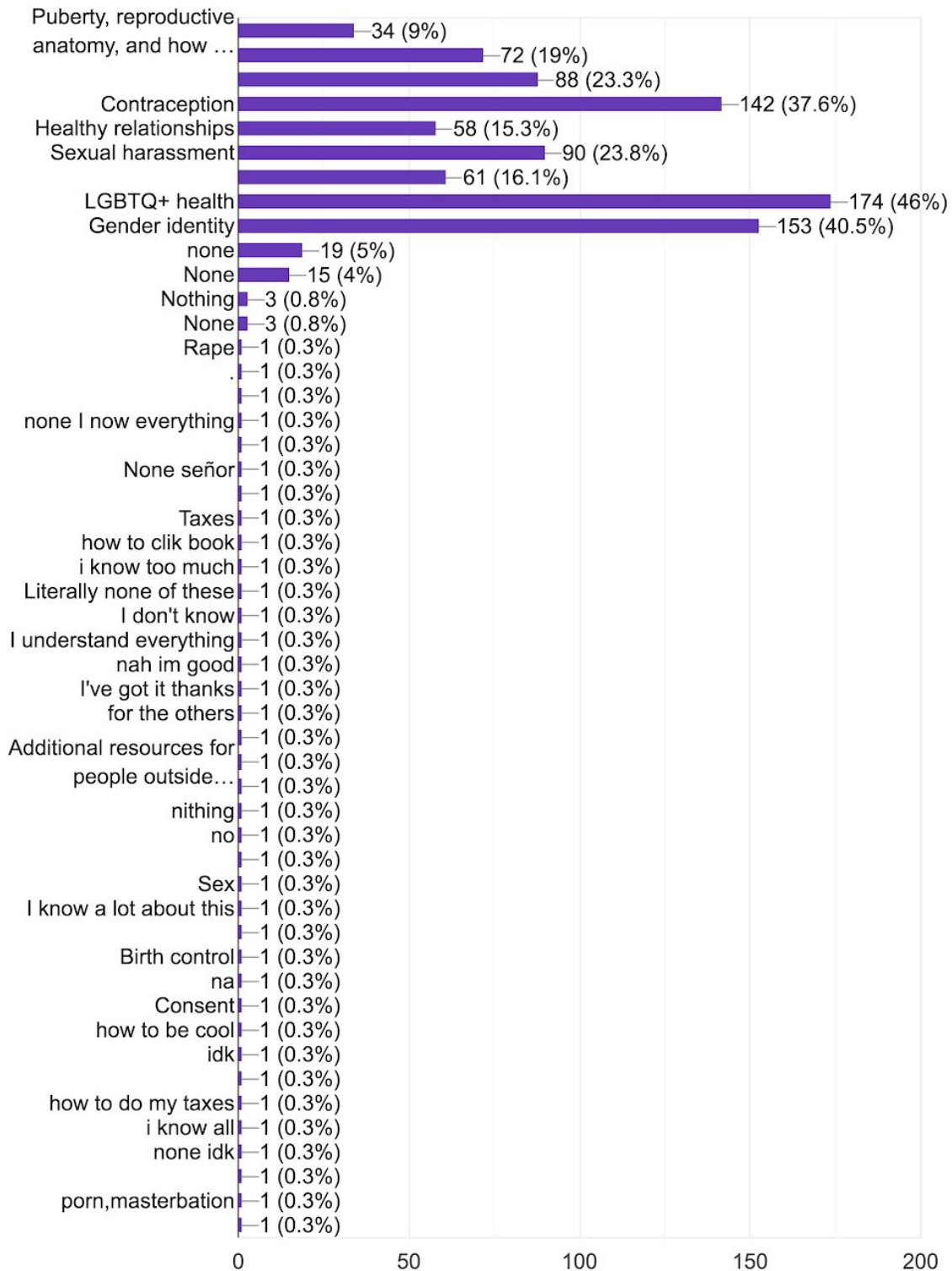
374 responses



DCS Reproductive Health Education Student Survey Results

What topics below do you want or need more information about? (click all that apply)

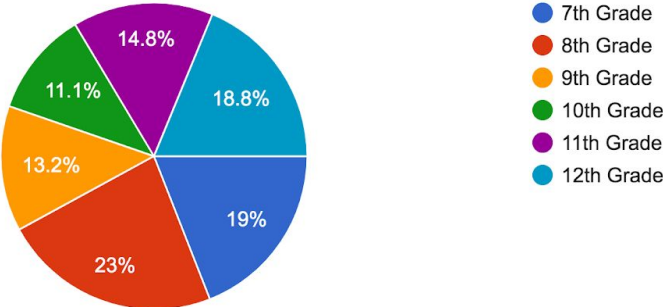
378 responses



DCS Reproductive Health Education Student Survey Results

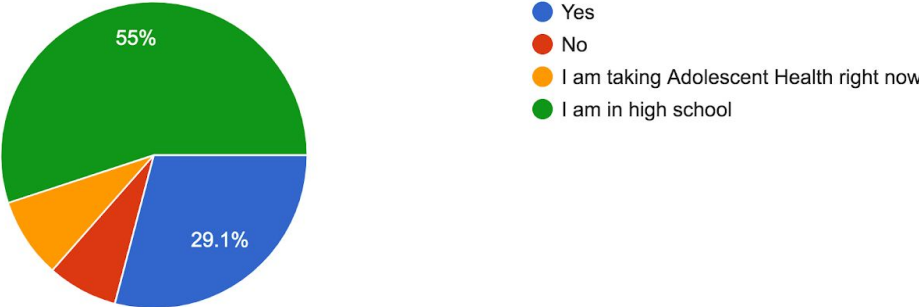
What grade are you currently in?

378 responses



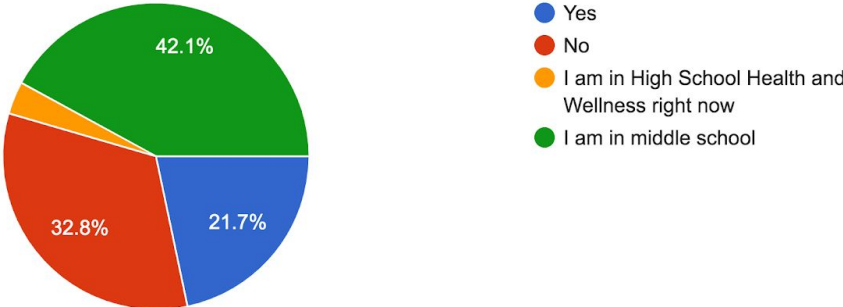
If you are in grades 7-8, have you had the Adolescent Health class?

378 responses

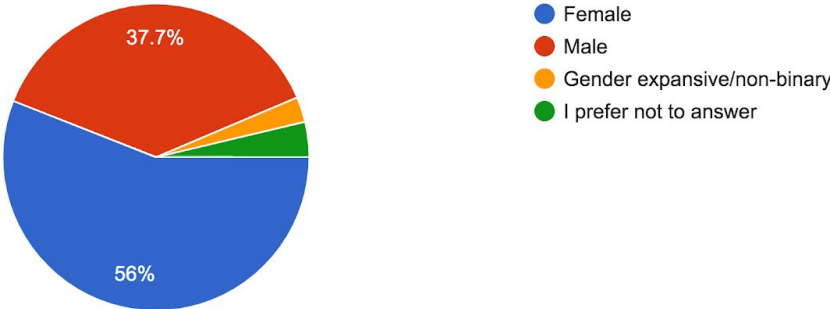


DCS Reproductive Health Education Student Survey Results

If you are in grades 9-12, have you had the High School Health and Wellness class?
378 responses



How do you identify?
377 responses



DEXTER COMMUNITY SCHOOLS
Application to request the adoption of new course resources

Date of application: 1/13/2020

Course Title: Rights, Respect, Responsibility (3R)

Department: Health Education

Duration: 70 minutes per class period

Prerequisite(s): none

Applicant(s): RHAC

Building Involved: Mill Creek/High School

Targeted population: 7-12 grade students

Targeted year for implementation: 2020-2021

Describe your resource request: Rights, Respect, Responsibility builds on 30 years of research into effective sexuality education programs, while respecting young people's right to the information they need to protect their health and make responsible decisions. It follows the National Sexuality Education Standards for what students should learn and be able to do at each grade level, and it is inclusive of learners of all genders and sexual orientations. The lessons are scaffolded, and age-appropriate, beginning with basic lessons about friendship and safety, and introducing more complex concepts as students age. The curriculum was written by Elizabeth Schroeder, Ed.D., MSW, Eva Goldfarb, Ph.D., and Nora Gelperin, M.Ed. We are proposing a selection of lessons from the 7th-12th grade curriculum for approval. Only the lessons included with the proposal, along with videos and powerpoint presentations, are being proposed for approval.

Rationale: Why are new resources necessary?

This curriculum covers a lot of the same material that was already approved in the past, but in a more modern way. Our most recent reproductive health curriculum is the Michigan Model that was last updated in 2010.

The 3R's curriculum covers LGBTQ+ inclusive material that is much needed in order to meet the needs of all students in our district. At RHAC meetings, our student members have expressed that LGBTQ+ information is a need in Dexter. According to the most recent Michigan Profile for Healthy Youth (MiPhy) report from 2018, we had 46 students in 7th, 9th and 11th grades who identify as gay, lesbian or bisexual. It is important to note this does not include data for 8th, 10th, and 12th grades; therefore, the actual number of students that identify as gay, lesbian, or bisexual is much higher. Our students need accurate information about LGBTQ+ people and topics. From history to art to sexual health education, it's necessary for students' health and academic success that they see themselves, and each other, reflected in the curriculum.

Research shows that LGBTQ+ students in schools with an inclusive curriculum feel safer in school and have better mental health and academic outcomes. (GLSEN)

In 7th grade Adolescent Health, many students have been asking questions about LGBTQ+ issues for years. The Rights, Respect, and Responsibility curriculum allows reproductive health teachers in Dexter to teach accurate LGBTQ+ information to all students in reproductive health.

Connection to specific goals within the strategic framework/What are the “big ideas” or “core concepts” that will be covered with the resources?

National Sexuality Education Standards

Standard 1 Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2 Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Standard 3 Students will demonstrate the ability to access valid information and products and services to enhance health.

Standard 4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5 Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6 Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8 Students will demonstrate the ability to advocate for personal, family and community health.

Michigan 7th and 8th Grade Health GLCEs

4.1 Distinguish between passive, aggressive, and assertive communication.

4.10 Demonstrate ways to show caring and respect for others, including those with real or perceived differences (e.g., cultural differences, disabilities, gender, and sexual orientation).

4.11 Demonstrate the ability to use assertive communication skills.

4.12 Apply conflict resolution skills to real or hypothetical situations involving peers.

6.1 Explain how HIV is and is not transmitted.

6.2 Distinguish between facts and myths regarding HIV infection and AIDS.

6.3 Explain when it is important to get adult, medical, and/or counseling help.

6.4 Describe sources of accurate information and assistance in one’s community.

6.5 Analyze behaviors and situations that may result in increased risk for HIV and other sexually transmitted infections (STIs).

6.6 Analyze situations where assertive communication and refusal skills can be used to avoid and escape risky situations.

7.1 Summarize the benefits of staying within behavioral limits and remaining abstinent.

7.2 Compare characteristics of healthy and unhealthy relationships, and describe ways to express caring for a boyfriend or girlfriend while staying abstinent.

7.3 Set personal boundaries and limits related to physical intimacy and sexual behavior.

7.4 Demonstrate skills to avoid and escape risky situations.

7.5 Examine viewpoints of parents and other trusted adults regarding teen relationships, abstinence, and sexual decisions.

7.6 Evaluate the impact of alcohol and other drug use on decisions regarding sexual behavior.

7.7 Create a plan to stay within behavioral limits which protect one from HIV and STIs.

7.8 Demonstrate the ability to communicate one's behavioral limits and to show respect for the limits of others related to physical intimacy and sexual behavior..

7.9 Demonstrate the ability to use verbal and non-verbal ways to refuse participation in sexual behavior.

7.10 Demonstrate the ability to be positive peer role models in the school and community.

Common Core Standards

CCSS.ELA-LITERACY.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

This standard applies to each and every lesson as students learn to reflect on their experiences, self-express, and listen to the ideas and perspectives of others.

CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.

This standard links directly with the objectives of Cognitive Flexibility and Resilience as students learn to hold multiple concepts simultaneously and self-regulate when faced with a challenge.

CCSS.MATH.PRACTICE.MP6 Attend to precision. This standard links to the objective of Focused Attention which is relevant in the Mental, Emotional, Social, and Global Literacy lessons, as children strengthen their "attention" muscles.

Habits of Success from Summit Learning -

Self-Direction: Driving forward the actions needed to achieve goals, with or without help.

Curiosity: Being interested in lots of things and wanting to understand more, even if it is challenging

Resilience: Bouncing back and dealing with challenging or harmful situations

Purpose: Charting a course for life that is meaningful and will have an impact on the world.

Growth Mindset: Believing that I can grow my intelligence, that I'm not just born with a fixed amount of it.

Self Efficacy: Believing that I can do something successfully.

Sense of Belonging: Feeling like I belong in my school community.

Relevance of School: Believing that school is valuable and the things I learn are interesting.

Self Awareness: Being aware of what I think, feel, do, my strengths and weaknesses, and of the impact I have on other people.

Empathy/Relationship Skills: Understanding how others might feel and having the skills to skills to maintain strong relationships with people.

Stress Management: Figuring out how to become calm and balanced when situations get stressful.

Self Regulation: Directing and maintaining my attention and emotions.

Cognitive Skills from Summit Learning Projects - Used throughout grades and content areas at Mill Creek

Inquiry: Asking Questions, Predicting/Hypothesizing, Designing Processes & Procedures

Speaking & Listening: Discussion/Contribution, Preparation, Norms/Active Listening

Connection to District Improvement Plan or School Improvement Plan(s):

One of the focus areas of our district's mission statement is to develop, challenge and inspire students. This new curriculum will teach our students the knowledge and skills that they need to make healthy choices and develop into healthy adults.

How will technology be integrated with the updated resources?

Students will watch videos and read articles on their Chromebooks.

How does the resource support various learning styles, multiple intelligences of the students, and differentiated instruction? The resources allow students to learn by reading, watching videos and practicing communication skills. We will discuss information that is read in class so that students can process the information.

By the end of the course, students will be able to:

- Distinguish between passive, aggressive, and assertive communication.
- Demonstrate ways to show caring and respect for others, including those with real or perceived differences (e.g., cultural differences, disabilities, gender, and sexual orientation).

- Demonstrate the ability to use assertive communication skills.
- Apply conflict resolution skills to real or hypothetical situations involving peers.
- Explain how HIV is and is not transmitted.
- Distinguish between facts and myths regarding HIV infection and AIDS.
- Explain when it is important to get adult, medical, and/or counseling help.
- Describe sources of accurate information and assistance in one's community.
- Analyze behaviors and situations that may result in increased risk for HIV and other sexually transmitted infections (STIs).
- Analyze situations where assertive communication and refusal skills can be used to avoid and escape risky situations.
- Summarize the benefits of staying within behavioral limits and remaining abstinent.
- Compare characteristics of healthy and unhealthy relationships, and describe ways to express caring for a boyfriend or girlfriend while staying abstinent.
- Set personal boundaries and limits related to physical intimacy and sexual behavior.
- Demonstrate skills to avoid and escape risky situations.
- Examine viewpoints of parents and other trusted adults regarding teen relationships, abstinence, and sexual decisions.
- Evaluate the impact of alcohol and other drug use on decisions regarding sexual behavior.
- Create a plan to stay within behavioral limits which protect one from HIV and STIs.
- Demonstrate the ability to communicate one's behavioral limits and to show respect for the limits of others related to physical intimacy and sexual behavior..
- Demonstrate the ability to use verbal and non-verbal ways to refuse participation in sexual behavior.
- Demonstrate the ability to be positive peer role models in the school and community.

How does the material support cultural diversity and gender equity?

The intention of introducing this new curriculum is to make the reproductive health program in Dexter more inclusive of diversity in sexual orientation and gender.

How will career or “real world” experiences be integrated into the course?

The Rights, Respect and Responsibility curriculum is all about navigating real-life experiences. Learning about good communication, safety in relationships, and growth and development lays a foundation that can support healthy relationships and healthy behaviors throughout a person’s lifetime. This K-12 curriculum, therefore, is a collection of lesson plans on a wide range of topics including: self-understanding, family, growth and development, friendship, sexuality, life skills, and health promotion. (3Rs website)

How does the material encourage critical thinking and problem solving?

Students will be encouraged to think critically about their thoughts and feelings. Students will then practice communicating those thoughts and feelings.

What summative and formative assessments will be used to measure student achievement? There are formative assessments throughout the curriculum in the form of class activities and worksheets. There will be a written summative test at the end of the unit. The curriculum provides sample questions to use on a summative test.

What Teacher aids are provided?

The curriculum comes with lesson plans complete with slideshow presentations, worksheets, activity ideas and video links.

Describe what other alternatives were considered and why were they are not being Proposed:

The RHAC considered the following alternative resources:

[Teaching Tolerance](#)

Con: Not focused on sex-ed

[GLSEN](#)

Con: Not focused on sex-ed

[Supporting LGBTQ Youth: Creating Inclusiveness from ETR.](#)

Con: Costs money

We agreed that the 3Rs curriculum was a better fit for a unit on reproductive health.

Rights, Respect, Responsibility Curriculum: <https://3rs.org/3rs-curriculum>

Projected costs (explain each as needed, some items may not be applicable):

| | |
|-----------------------------------|-----|
| Additional personnel: | \$0 |
| Textbooks, materials, technology: | \$0 |
| Professional Development: | \$0 |
| Release time: | \$0 |
| Teacher stipends: | \$0 |
| Speaker/Consultant stipends: | \$0 |

| | |
|---------------------------------------|------------|
| Registration fees: | \$0 |
| Travel expenses: | \$0 |
| Summer work: | \$0 |
| Other expenses (please explain below) | \$0 |
| GRAND TOTAL: | \$0 |

Instructional Resource Review

Date of Reproductive Health Advisory Committee (RHAC) review/discussion: 10/29/18, 11/26/18, 2/25/19, 4/4/19, 5/20/19, 10/16/19, 12/9/19, 1/6/20

Location of meeting: Mill Creek Media Center

Number of attendees: 5-10, depending on meeting date

Record of the meeting including comments & recommendations: Each of the RHAC's meeting dates in the 2018-2019 and 2019-2020 school years involved some discussion and planning of the Rights, Respect, and Responsibility curriculum proposal. The committee identified a gap in the existing curriculum as it does not include content addressing LGBTQ issues. The committee discussed concerns of increased mental health issues (including higher rates of suicide, anxiety, and depression), decreased academic performance, higher rates of verbal abuse and bullying, and higher rates of substance abuse, among others, in the LGBTQ population compared to their heterosexual counterparts and felt this curriculum would help address these issues. Multiple resources were considered with the committee ultimately choosing the Advocates for Youth Rights, Respect, and Responsibility (3 R's) curriculum because it is aligned with the National Sexuality Education Standards, is free, requires no additional teacher training, and is a comprehensive sexuality education curriculum with prescribed lessons already developed for teachers. At the 5/20/19 meeting, the committee decided not to approve the Sex Myths video in Lesson 3 of the 7th-Grade curriculum, feeling that it was inappropriate and awkward for 7th-graders. A vote was taken to move forward with the 3 R's proposal to the BOE. Seven voted yes, two voted no, and one voted to abstain citing not enough information to make an informed decision. Parent comments included the opinion that gender identity should not be taught in schools and data showing the link between school acceptance and higher rates of suicide amongst LGBTQ students was questioned. Additional comments focused on data to support adopting an inclusive curriculum to improve the mental, physical, and social well-being of these students.

Date of admin review/discussion: January 14, 2020

Location of meeting: DHS Instructional Support Teamroom

Number of attendees: 16

Record of the meeting including comments & recommendations: All district and building admin were present. No concerns were expressed and all admin were supportive of the updated content and resources.

Date of community review/discussion: February 27, 2020

Location of meeting: Creekside Innovation room

Number of attendees:

Record of the meeting including comments & recommendations:

Date of Board of Education presentation by RHAC members, staff and student: January 13, 2020

Date of Board of Education review/discussion: February 10, 2020

Record of the meeting including comments & recommendations:

Date of Board of Education action: March 9, 2020

Rights, Respect and Responsibility Videos

7th grade

<http://kidshealth.org/teen/slideshows/female-reproductive-slides.html>

http://kidshealth.org/teen/sexual_health/guys/male_repro.html

<https://medlineplus.gov/ency/anatomyvideos/000121.htm>

<http://teens.webmd.com/hiv-aids-and-teens-faq>

<https://www.hrmvideo.com/catalog/dealing-with-difference-opening-dialogue-about-lesbian-gay-and-straight-issues>

<http://www.biography.com/people/malala-yousafzai-21362253#after-the-attack>

<https://wtkr.com/2015/07/27/judge-dismisses-part-of-transgender-teens-lawsuit-has-not-ruled-yet-on-motion-for-injunction/>

<https://www.youtube.com/watch?v=rpY1eglpH0k>

<https://www.common sense.org/education/lesson/safe-online-talk-6-8>

Grade 8

<https://sexetc.org/info-center/post/athlete-ally-hudson-taylor/>

<https://vimeo.com/22365117>

<http://www.hrmvideo.com/catalog/rape-get-the-facts>

<https://www.youtube.com/watch?v=He1pu4VwKdM>

<https://vimeo.com/99610424>

<https://www.tlc.com › tv-shows › i-am-jazz › full-episodes › all-about-jazz>

Grade 9

<https://www.youtube.com/watch?v=XUcNmU-ucCY>

Grade 10

<https://www.youtube.com/watch?v=laMtr-rUEmY>

<https://www.youtube.com/watch?v=KBwOYQd21TY>

<https://www.youtube.com/watch?v=bhMXI31xf0U>

Grade 11

<https://vimeo.com/85676862>

Grade 12

<https://www.youtube.com/watch?v=u2O6Fhfl-mo>

<https://vimeo.com/43631114>

<https://www.youtube.com/watch?v=YHARrcdS7AY>

<https://www.youtube.com/watch?v=QOiyYZI1cf0>

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| Book | Policy Manual |
| Section | 0000 Bylaws Templates |
| Title | DEFINITIONS |
| Code | 2Rpo0100 |
| Status | |
| Adopted | March 17, 2003 |
| Last Revised | April 22, 2019 |

0100 - **DEFINITIONS**

Whenever the following items are used in these bylaws and policies, they shall have the meaning set forth below:

Administrative Guideline

A statement, based on policy, usually written, which outlines and/or describes the means by which a policy should be implemented and which provides for the management cycle of planning, action, and assessment or evaluation.

Agreement

A collectively negotiated contract with a recognized bargaining unit.

Apps and Services

Apps and services are software (i.e., computer programs) that support the interaction of wireless communication devices (as defined in Bylaw 0100) over a network, or client-server applications in which the user interface runs in a web browser. Apps and services are used to communicate/transfer information/data that allow students to perform actions/tasks that assist them in attaining educational achievement goals/objectives, enable staff to monitor and assess their students' progress, and allow staff to perform other tasks related to their employment. Apps and services also are used to facilitate communication to, from and among and between, staff, students, and parents, Board members and/or other stakeholders and members of the community.

Board

The Board of Education.

Board Meeting

Any gathering which is attended by or open to all of the members of the Board, held with the intent on the part of the members of the body present to discuss or act as a unit upon the specific public business of that body.

Bylaw

Rule of the Board for its own governance.

Classified or Support Employee

An employee who provides support to the District's program and whose position does not require a professional certificate.

District

The School District.

Due Process

Procedural due process requires prior knowledge (a posted discipline code), notice of offense (accusation), and the opportunity to respond.

Procedural due process may require consideration of statutorily mandated factors, right to counsel and/or confrontation or cross-examination of witnesses, depending upon the situation.

Family Member

"Family member" means a person's spouse or spouse's sibling or child; a person's sibling or sibling's spouse or child; a person's child or child's spouse; or a person's parent or parent's spouse, and includes these relationships as created by adoption, guardianship, or marriage. (See also Bylaw 0144.3 regarding conflicts of interest)

Full Board

Authorized number of voting members entitled to govern the District.

Information Resources

The Board defines Information Resources to include any data/information in electronic, audio-visual or physical form, or any hardware or software that makes possible the storage and use of data/information. This definition includes but is not limited to electronic mail, voice mail, social media, text messages, databases, CD-ROMs/DVDs, web sites, motion picture film, recorded magnetic media, photographs, digitized information, or microfilm. This also includes any equipment, computer facilities, or online services used in accessing, storing, transmitting or retrieving electronic communications.

May

This word is used when an action by the Board or its designee is permitted but not required.

Parent

The natural or adoptive parents or individuals with a valid power of attorney for the care and custody of the student for purposes other than educational placement. Parent also refers to any individual appointed by the State or court as a legal guardian or custodian for the student. Both parents will have equal access to records and rights regarding the student's education absent a court order restricting such rights.

Personal Communication Devices

Personal communication devices ("PCDs") include computers, laptops, tablets, e-readers, cellular/mobile phones, smartphones, telephone paging devices (e.g., beepers or pagers), and/or other web-enabled devices of any type.

Policy

A general, written statement by the governing Board which defines its expectations or position on a particular matter and authorizes appropriate action that must or may be taken to establish and/or maintain those expectations.

President

The chief executive officer of the Board of Education. (See Bylaw 0171.1)

Principal

The educational leader and head administrator of one (1) or more District schools or programs, as designated by the Board of Education. The Principal must hold an appropriate school administrator certificate or permit. The Principal is responsible for the supervision of the school or program consistent with Board policy and directives of the Superintendent and may delegate responsibility to subordinates as appropriate.

Professional Staff Member

An employee who implements or supervises one (1) or more aspects of the District's program and whose position requires a professional credential from the State.

Relative

The mother, father, guardian, sister, brother, spouse, parent of spouse, child, grandparents, grandchild, or dependent in the immediate household as defined in the negotiated, collectively-bargained agreement.

Secretary

The chief clerk of the Board of Education. (See Bylaw 0171.3)

Shall

This word is used when an action by the Board or its designee is required. (The word "will" or "must" also signifies a required action.)

Social Media

Social media are online platforms where users engage one another and/or share information and ideas through text, video, or pictures. Social media consists of any form of online publication or presence that allows interactive communication, including, but not limited to, text messaging, instant messaging, websites, web logs ("blogs"), wikis, online forums (e.g., chat rooms), virtual worlds, and social networks. Examples of social media include, but are not limited to, Facebook, Facebook Messenger, Google Hangouts, Twitter, LinkedIn, YouTube, Flickr, Instagram, Pinterest, Skype, and Facetime. Social media does not include sending or receiving e-mail through the use of District-issued e-mail accounts. Apps and web services shall not be considered social media unless they are listed on the District's website as District-approved social media platforms/sites.

Student

A person who is officially enrolled in a school or program of the District.

Superintendent

The chief executive officer of the School District responsible to supervise all programs and staff of the District and to implement Board policy and follow Board directives. Consistent with Board policies and directives. The Superintendent must hold an appropriate school administrator certificate or permit. _Consistent with Board policies and directives, the Superintendent may delegate responsibility to subordinates as appropriate.

Technology Resources

The Board defines Technology Resources to include computers, laptops, tablets, e-readers, cellular/mobile telephones, smartphones, web-enabled devices, video and/or audio recording equipment, projectors, software and operating systems that work on any device, copy machines, printers and scanners, information storage devices (including mobile/portable storage devices such as external hard drives, CDs/DVDs, USB thumb drives and memory chips), the computer network, Internet connection, and online educational services and apps.

Treasurer

The Treasurer of the Board of Education. (See Bylaw 0171.4)

Vice-President

The Vice-President of the Board of Education. (See Bylaw 0171.2)

Voting

A vote at a meeting of the Board of Education. Except to accommodate the absence of any member of the Board due to military duty, Board members must be physically present to have their vote officially recorded in the Board minutes **unless the Board member has notified the Superintendent's Office prior to the meeting that s/he must participate remotely.**

Citations to Michigan Compiled Laws (M.C.L.) are shown as M.C.L. followed by the Section Number (e.g., M.C.L. 380.1438). Citations to the Michigan Administrative Code are prefaced A.C. Rule (e.g., A.C. Rule R380.221). Citations to the Federal Register are noted as FR, to the Code of Federal Regulations as C.F.R., and to the United States Code as U.S.C.

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| Book | Policy Manual |
| Section | 0000 Bylaws Templates |
| Title | AGENDA |
| Code | 2Rpo0166 |
| Status | |
| Adopted | March 17, 2003 |

0166 - **AGENDA**

The Superintendent shall prepare with the Board President and submit to each Board member a written agenda prior to each regular meeting and each special meeting, unless otherwise directed by the Board. The agenda shall list the various matters to come before the Board and shall serve as a guide for the order of procedure for the meeting. Individual Board members may include items on the agenda upon the concurrence of the Board President.

The agenda of the regular monthly meeting or special meetings shall be accompanied by a report from the Superintendent on information relating to the District with such recommendations as s/he shall make.

Each agenda shall contain the following statement:

"This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. There is a time for public participation during the meeting near the beginning and end of the meeting.

The agenda and supporting materials for each regular meeting shall be delivered to each Board member so as to provide proper time for the member to study the agenda. Generally, the agenda should be delivered no later than three (3) days prior to the meeting. The agenda for a special meeting shall be delivered at least twenty-four (24) hours before the meeting, consistent with provisions calling for special meetings.

The Board shall transact business according to the agenda prepared by the Superintendent and submitted to all Board members in advance of the meeting. The order of business may be altered and items may be added, deleted, or tabled at any meeting by a majority vote of the members present.

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| Book | Policy Manual |
| Section | 0000 Bylaws Templates |
| Title | STUDENT-BODY REPRESENTATIVES |
| Code | 2Rpo0141.1 |
| Status | |
| Adopted | August 26, 2013 |
| Last Revised | November 7, 2016 |

0141.1 - **STUDENT-BODY REPRESENTATIVES**

The Board shall have 2 representative(s) from the high school student- body selected by

the Superintendent.

Each representative shall be allowed to participate in all Board discussions and attend committee meetings to which they may be assigned or invited. The student-body representative(s) shall not be allowed to vote or participate in closed sessions.

The Superintendent shall arrange for a place on the agenda at which time the student-body representative(s) shall provide the Board with items of concern and/or interest to the student-body.

The Superintendent shall approve any such items to be presented to the Board in its agenda.

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| Book | Policy Manual |
| Section | 0000 Bylaws Templates |
| Title | Vol. 33, No.1 - PUBLIC EXPRESSION OF BOARD MEMBERS |
| Code | 2Rpo0143.1 |
| Status | |
| Adopted | March 17, 2003 |
| Last Revised | December 10, 2018 |

0143.1 - **PUBLIC EXPRESSION OF BOARD MEMBERS**

The Board President functions as the official spokesperson for the Board.

From time-to-time, however, individual Board members will make public statements on school matters:

If the statements imply, or if the readers (listeners) could infer that the opinions expressed or statements made are the official positions of the Board, Board members shall, when writing or speaking on school matters, make it clear that their views do not necessarily reflect the views of the Board or of their colleagues on the Board.

A. This bylaw shall apply to all statements and/or writings by individual Board members not explicitly sanctioned by a majority of its members, except as follows:

1. correspondence, such as legislative proposals, when the Board member has received official guidance from the Board on the matters discussed in the letter
2. routine, not for publication, correspondence of the Superintendent and other Board employees
3. routine "thank you" letters of the Board
4. statements by Board members on nonschool matters (providing the statements do not identify the author as a member of the Board)
5. personal statements not intended for publication

A Board member's personal or private use of social media may have unintended, negative consequences to the Board member and/or the District, including possible violations of the Open Meetings Act and issues relating to creation of a public record. Postings to social media should be done in a manner sensitive to the Board member's responsibilities, applicable District policies, and legal obligations.

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| Book | Policy Manual |
| Section | 0000 Bylaws Templates |
| Title | BOARD MEMBER ETHICS |
| Code | 2Rpo0144.2 |
| Status | |
| Adopted | March 17, 2003 |
| Last Revised | August 26, 2013 |

0144.2 - **BOARD MEMBER ETHICS**

Although Board members are citizens with individual rights, they cannot ethically use their board trustee privilege of access to information that may not yet be released to the public to circumvent proper Board functioning as outlined in these Bylaws and in the District's lawfully negotiated contracts.

As members of the Board of Education, Board members will strive to improve public education and to that end they will:

- A. attend all regularly scheduled Board meetings insofar as possible, and become informed concerning the issues to be considered at those meetings;
- B. recognize that they should endeavor to make policy decisions only after full discussion at publicly held Board meetings;
- C. render all decisions based on the available facts and independent judgment, and refuse to surrender that judgment to individuals or special interest groups;
- D. encourage the free expression of opinion by all Board members, and seek systematic communications between the Board and students, staff, and all elements of the community;
- E. work with the other Board members to establish effective Board policies and to delegate authority for the administration of the District to the Superintendent;
- F. communicate to other Board members and the Superintendent expressions of public reaction to Board policies and school programs;
- G. inform themselves about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by the State and National School Boards Associations;
- H. support the employment of those persons best qualified to serve as school staff, and insist on a regular and impartial evaluation of all staff;
- I. avoid being placed in a position of conflict of interest, and refrain from using their Board positions for personal partisan gain;
- J. take no private action that will compromise the Board or administration, and respect the confidentiality of information that is privileged under applicable law;
- K. remember always that their first and greatest concern must be for the educational welfare of the students attending the public schools.

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Legal Source: Board of Directors, National School Boards Association.

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| Book | Policy Manual |
| Section | 0000 Bylaws Templates |
| Title | CONFLICT OF INTEREST |
| Code | 2Rpo0144.3 |
| Status | |
| Adopted | March 17, 2003 |
| Last Revised | November 7, 2016 |

0144.3 - **CONFLICT OF INTEREST**

Board members shall perform their official duties in a manner free from conflict of interest. To this end:

- A. No Board member shall use his/her position as a Board member to benefit either himself/herself or any other individual or agency apart from the total interest of the School District.
- B. When a member of the Board determines that the possibility of a personal interest conflict exists, s/he should, prior to the matter being considered, disclose his/her interest (such disclosure shall become a matter of record in the minutes of the Board), and thereafter shall abstain from participation in both the discussion of the matter and the vote thereon.
- C. A member of the Board is presumed to have a conflict of interest if the member or his/her family member has a financial interest, or a competing financial interest, in the contract or other financial transaction or is an employee of the School District.

Having a child in the District does not alone constitute a conflict of interest or financial interest in a contract or other financial transaction of the School District.

"Family member" means a person's spouse or spouse's sibling or child; a person's sibling or sibling's spouse or child; a person's child or child's spouse; a person's grandchild or grandchild's spouse; or a person's parent or parent's spouse, and includes these relationships as created by adoption, guardianship, or marriage.

1. A Board member is not considered to have a financial interest in any of the following instances:

a. A contract or other financial transaction between the School District and any of the following:

1. A corporation in which the individual is a stockholder owning one percent (1%) or less of the total stock outstanding in any class if the stock is not listed on a stock exchange or owning stock that has a present market value of \$25,000.00 or less if the stock is listed on a stock exchange.
2. A corporation in which a trust, if the individual is a beneficiary under the trust, owns one percent (1%) or less of the total stock outstanding in any class if the stock is not listed on a stock exchange or owns stock that has a present market value of \$25,000.00 or less if the stock is listed on a stock exchange.
3. A professional limited liability company organized pursuant to the Michigan limited liability company act, if the individual is an employee but not a member of the company.

b. A contract or other financial transaction between the School District and any of the following:

1. A corporation in which the individual is not a director, officer, or employee.
2. A firm, partnership, or other unincorporated association, in which the individual is not a partner, member, or employee.
3. A corporation or firm that has an indebtedness owed to the individual.

c. A contract between the School District and the intermediate school district.

d. A contract awarded to the lowest qualified bidder, upon receipt of sealed bids pursuant to a published notice for bids if the notice does not bar, except as authorized by law, any qualified person, firm, corporation, or trust from bidding. This

does not apply to any amendments or re-negotiations of a contract or to additional payments under the contract that were not authorized by the contract at the time of award.

2. If the financial interest pertains to a proposed contract with the District, the following requirements must be met:

- a. The Board member shall disclose the financial interest in the contract to the Board with such disclosure made a part of the official Board minutes. If his/her direct financial interest amounts to \$250 or more or five percent (5%) or more of the contract cost to the District, the Board member shall make the disclosure in one of two (2) ways:
 1. In writing, to the Board president (or if the member is the Board president, to the Board secretary) at least seven (7) days prior to the meeting at which the vote on the contract will be taken. The disclosure shall be made public in the same manner as the Board's notices of its public meetings. (See Bylaw 0165.)
 2. By announcement at a meeting at least seven (7) days prior to the meeting at which a vote on the contract is to be taken. The Board member must use this method of disclosure if his/her financial interest amounts to \$5000 or more.
- b. Any contract in which there is a conflict of interest as defined by this bylaw and the related statute (M.C.L. 380.1203) must be approved by a majority vote of the full Board without the vote of any Board member with a financial interest.

However, if a majority of the members of the Board are required to abstain from voting on a contract or other financial transaction due to a financial interest, then for the purposes of that contract or other financial transaction, the members who are not required to abstain constitute a quorum of the board and only a majority of those members eligible to vote is required for approval of the contract or financial transaction.

- c. The official minutes of the Board disclose the name of each party involved in the contract, the nature of the financial interest, and the terms of the contract including the duration, financial consideration between the parties, facilities or services of the District included in the contract, and the nature and degree of assignment of District staff needed to fulfill the contract.
 - d. A Board member with a conflict of interest in a contract may not participate in the discussion of nor vote on the contract.
3. Board members shall not solicit or accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts involved with Federal grant funds. A Board member may, however, accept a gift of unsolicited items of "nominal value" from a contractor or party to subcontracts that do not involve Federal grant funds. For purposes of this section, "nominal value" means that the gift has a monetary value of \$57 or less.

Board members must disclose any potential conflict of interest which may lead to a violation of this policy to the full Board.

D. A Board member may be appointed to serve as a volunteer coach or supervisor of a student extra-curricular activity if all of the following conditions are present:

1. the Board member receives no compensation for service as a volunteer coach or supervisor;
2. the Board member abstains from voting on issues before the Board concerning the program during the period of time s/he serves as a volunteer coach or supervisor;
3. there is no other qualified applicant available to fill a vacant position; and
4. the appointing authority has received the results of a criminal history check and criminal records check from the Michigan State Police or the Federal Bureau of Investigation for the Board member.

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Legal

M.C.L. 15.183, 15.323, 380.1203

See also, Policy 6420, Conflict of Interest - Legal Counsel, Advisors, or Consultants.

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| Book | Policy Manual |
| Section | 0000 Bylaws Templates |
| Title | ORGANIZATIONAL MEETING |
| Code | 2Rpo0151 |
| Status | |
| Adopted | March 17, 2003 |
| Last Revised | January 20, 2014 |

0151 - ORGANIZATIONAL MEETING

The Board of Education shall organize annually at the first regularly scheduled Board meeting in July. The meeting shall be called to order by the Superintendent

who shall serve as presiding officer until the election of a President.

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| Legal | M.C.L. 168.302 |
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| Book | Policy Manual |
| Section | 0000 Bylaws Templates |
| Title | OFFICERS |
| Code | 2Rpo0152 |
| Status | |
| Adopted | March 17, 2003 |
| Last Revised | January 20, 2014 |

0152 - OFFICERS

At the July organizational meeting, the Board shall elect a President and Vice-President as well as a Secretary and Treasurer.

Election of officers shall be by a majority of the full Board. Where no such majority exists on the first ballot vote, a second vote shall be cast for the two (2) candidates who received the greatest number of ballot votes.

Except for those appointed to fill a vacancy, officers shall serve for one (1) year and until their respective successors are elected and shall qualify. An officer may be removed for cause by a majority vote of the full Board. The Board shall fill a vacancy in any Board officer position within thirty (30) days of the occurrence of the vacancy.

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| Legal | M.C.L. 380.11a |
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| Book | Policy Manual |
| Section | 0000 Bylaws Templates |
| Title | BUSINESS MEETING |
| Code | 2Rpo0154 |
| Status | |
| Adopted | March 17, 2003 |
| Last Revised | January 20, 2014 |

0154 - **BUSINESS MEETING**

The Board shall conduct a business meeting annually at the first regularly scheduled Board meeting in July for the purpose of making business decisions related to the operations of the next school year.

The Board shall, at the organizational meeting:

- A. designate depositories for school funds; M.C.L. 380.1221
- B. designate those persons authorized to sign checks, contracts, agreements, and purchase orders;
- C. designate a day, place, and time for regular meetings which shall be held at least once every month;
- D. designate those persons authorized to use the safe deposit box;
- E. determine fee charged to individuals who request notice of Board meetings; (M.C.L. 15.266)
- F. designate an administrator to assume specified responsibilities
 - of the Treasurer;
 - of the Secretary;
- G. designate the Electronic Transfer Officer (ETO) in accordance with Policy 6144.

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| Book | Policy Manual |
| Section | 0000 Bylaws Templates |
| Title | COMMITTEES |
| Code | 2Rpo0155 |
| Status | |
| Adopted | March 17, 2003 |

0155 - COMMITTEES

The Board of Education may elect to divide the labor of governing and form Board committees to delve into governing matters in greater detail than is possible at the full Board level. Standing Board committees may include Policy, Finance, Contracts and Negotiations, Superintendent Evaluation, and Facilities. New Board committees may be created as needed.

Committees of Board members shall perform the duties as assigned by the Board, which may include deliberating, making decisions/recommendations or taking other actions specifically authorized by the Board.

All committees shall comply with the Open Meetings Act in accordance with the applicable requirements set forth in 0160 Bylaws. A committee may meet in closed session to review the specific contents of an employment application provided when the applicant for employment requests that the information remains confidential. It may not, however, meet in closed session to protect an applicant's identity.

Ad Hoc Committees may be created and charged by the President, or by a majority vote of the Board, and shall continue to operate until the committee is discharged by the President or by a majority vote of the Board.

Annually, the Board President shall appoint Board members to serve on committees, and appoint a Chair of each committee. The Superintendent shall serve as an ex-officio member of all Board committees.

Committee members may include community members and/or District staff. These committee members shall sign a Declaration of Commitment to participate in a manner representing the best interests of the District and District stakeholders and not for their personal agenda, unless specifically appointed to represent a Special Interest Group.

All committees shall work collaboratively with the Superintendent and appropriate staff. Per negotiated agreements, the Superintendent shall be the primary point of contact to relay information to and from committees and staff. Committees are authorized to recommend policies related to their area of responsibility to the full Board.

To avoid deliberating with a quorum present, Board members who are not appointed members of a particular committee should refrain from speaking with committee members before, during, or after the committee meeting, including the public participation portions of that meeting, on business matters discussed by the committee.

STANDING BOARD COMMITTEES

Policy Committee

The responsibilities of the Policy Committee include: reviewing and updating existing policies and bylaws on a regular schedule; reviewing potential new policies; and making recommendations to the Board on all policy issues regarding their revision and adoption. The Committee may use outside policy consultants and shall make recommendations necessary to be in full compliance with all State and Federal laws.

Finance Committee

The responsibilities of the Finance Committee include: oversight of the annual budget preparation; reviewing and recommending the annual budget and budget amendments to the Board; reviewing District financial performance and reporting; reviewing and recommending appropriate financial policies; recommending selection of the District's auditor; working with the District's auditor on the annual audit including meeting with the auditor prior to the audit and reviewing the final Auditor's Report; and any other issues related to the financial activities and health of the District.

Contracts and Negotiations Committee

The responsibilities of the Contracts and Negotiations Committee include developing Board priorities for the negotiating process with collectively bargained contracts. The Committee shall ensure that the full Board is informed and has the opportunity for input into determining appropriate priorities for each labor contract. Committee members may participate in negotiations as appropriate and when desirable for successful results. the Superintendent may request that the Committee

review and recommend other employee or non-labor contracts when it is deemed appropriate. The Superintendent or his/her designee shall serve as the Committee Chair.

Superintendent Evaluation Committee

The responsibilities of the Superintendent Evaluation Committee include facilitating the evaluation of the Superintendent by the Board in accordance with the Superintendent's contract, Board policies, and State law, and include meeting specified timelines.

Facilities Committee

The responsibilities of the Facilities Committee include review and oversight of all District facilities including buildings and property. The Committee shall oversee bond proposal preparation and implementation related to construction projects, including working with architects and construction managers as appropriate. The Committee shall monitor projects, including budgets, and will oversee planning for future District needs when appropriate. The Committee will report to the Board when appropriate and make recommendations related to facilities.

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| Book | Policy Manual |
| Section | 0000 Bylaws Templates |
| Title | PARLIAMENTARY AUTHORITY |
| Code | 2Rpo0161 |
| Status | |
| Adopted | March 17, 2003 |

0161 - **PARLIAMENTARY AUTHORITY**

The parliamentary authority governing the Board of Education shall be

[The Complete Idiot's Guide to Parliamentary Procedure Fast Track by Jim Slaughter](#)

in all cases in which it is not inconsistent with statute, administrative code, or these bylaws or policies.⁷

General Guidelines

- [Comments are to be directed toward the presiding chair or the Board as a whole](#)
- [The maker of a motion speaks before everyone else.](#)
- [Debate should include pro and con viewpoints.](#)
- [All members have an opportunity to speak once before anyone speaks a second time.](#)
- [No one should speak a third time to a motion or proposal without consent of the presiding officer.](#)
- [Each member shall be allotted seven minutes to speak on a given topic with a second opportunity to speak for up to three minutes.](#)
- [The Board may adopt a special rule to limit or extend debate on a topic, if desired.](#)

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| Book | Policy Manual |
| Section | 0000 Bylaws Templates |
| Title | CANCELLATION |
| Code | 2Rpo0165.6 |
| Status | |

0165.6 - **CANCELLATION**

Any meeting of the Board may be canceled for appropriate purposes, which shall include, but not be limited to, inclement weather, lack of a quorum, or conflict with a special event relating to the District. If the canceled meeting is re-scheduled, it must be posted according to all notice requirements set forth above.

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| Legal | M.C.L. 15.265, 380.1201(3)(4) |
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|--------------|-----------------------|
| Book | Policy Manual |
| Section | 0000 Bylaws Templates |
| Title | CLOSED SESSION |
| Code | 2Rpo0167.2 |
| Status | |
| Adopted | March 17, 2003 |
| Last Revised | June 3, 2005 |

0167.2 - **CLOSED SESSION**

The Board may meet in a closed session, one closed to the public, for the following purposes:

- A. to consider the dismissal, suspension, or disciplining of, or to hear complaints or charges brought against, or to consider a periodic personnel evaluation of, a public officer, staff member, or individual agent, if the named person requests a closed hearing **(a majority vote is required)**
- B. to consider the dismissal, suspension, or disciplining of a student only if the student or student's parents request a closed hearing **(a majority vote is required)** (Also see Bylaw 0169, Student Disciplinary Hearings)
- C. for strategy and negotiation sessions connected with the negotiation of a collectively-bargained agreement if either negotiating party requests a closed hearing **(a majority vote is required)**
- D. to consider the purchase or lease of real property up to the time an option to purchase or lease that real property is obtained **(a two-thirds (2/3's) roll call vote is required)**
- E. to consult with its attorney regarding trial or settlement strategy in connection with specific pending litigation, but only if an open meeting would have a detrimental financial effect on the litigating or settlement position of the public body **(a two-thirds (2/3's) roll call vote is required)**
- F. to consider materials exempt from discussion or disclosure under State or Federal statute, including by way of example only, written opinions of legal counsel, and school safety plans **(a two-thirds (2/3's) roll call vote is required)**
- G. to review the specific contents of an application for employment or appointment if the candidate requests that the application remain confidential **(a two-thirds (2/3's) roll call vote is required)**

However, all interviews for employment or appointment of the Superintendent shall be held in an open meeting of the Board.

- H. to consider security planning to address existing threats or prevent potential threats to the safety of the students or staff **(a majority vote is required)**

In keeping with the confidential nature of closed sessions, no member of the Board shall disclose the content of discussions that take place during such sessions. The only exceptions will be discussions with the District's legal counsel or as directed by an order of a court with proper jurisdiction.

It is expected that Board members shall not record nor communicate by any means, electronic or otherwise, with party or parties outside such meetings regarding the substance of such meetings either during or after the course of such meetings.

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Legal M.C.L. 15.267, 15.268

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| Book | Policy Manual |
| Section | 0000 Bylaws Templates |
| Title | PUBLIC PARTICIPATION AT BOARD MEETINGS |
| Code | 2Rpo0167.3 |
| Status | |
| Adopted | March 17, 2003 |
| Last Revised | July 6, 2010 |

0167.3 - PUBLIC PARTICIPATION AT BOARD MEETINGS

The Board of Education recognizes the value of public comment on educational issues and the importance of allowing members of the public to express themselves on District matters.

To permit fair and orderly public expression, the Board shall provide two periods for public participation at public meetings of the Board and publish rules to govern such participation in Board meetings and in Board committee meetings. The rules shall be administered and enforced by the presiding officer of the meeting.

The presiding officer shall be guided by the following rules:

A. Public participation shall be permitted

at a time as indicated on the meeting agenda and as determined by the presiding officer.

B. Anyone with concerns related to the operation of the schools or to matters within the authority of the Board may participate during the public portion of a meeting.

E. Participants shall direct all comments to the Board and not to staff or other participants.

F. The presiding officer may:

1. prohibit public comments which are frivolous, repetitive, or harassing;
2. interrupt, warn, or terminate a participant's statement when the statement is too lengthy, personally directed, abusive, obscene, or irrelevant;
3. request any individual to leave the meeting when that person behaves in a manner that is disruptive of the orderly conduct of the meeting;

General Rules for Public Participation

1. Individuals will be recognized by the Board President or presiding chair when it is their opportunity to address the Board.
2. Each speaker will be asked to announce his/her name and affiliation before beginning to speak.
3. One speaker may not yield his/her time to another. No person may speak more than once at either commentary opportunity. No person may speak more than once on the same subject during a single meeting.
4. If a large group plans to attend, they are encouraged to select up to five (5) representatives to speak on their behalf.
5. Persons who wish to address the Board at board meetings should complete a Public Comment Card. Cards are available on the District website, from the Superintendent's office, and at all meeting locations. This form should be presented to the Board President or presiding chair at the beginning of the meeting.
6. Members of the Board and district employees will not answer questions or comments during public participation. Persons requesting an individual response shall note the request on the Public Comment Card and include appropriate contact information.
7. Citizens with concerns or complaints about school employees should use the protocol outlined in board policy 9130: Citizen Complaints. Citizens are encouraged to utilize established channels before bringing the matter to the School Board. Employees have contractual and legal rights and may request a closed meeting if complaints reach the Board level.
8. Speakers addressing the board shall take into consideration rules of common courtesy. Speakers who make attacks of a personal nature and/or who do not abide by rules of common courtesy will be reminded of such rules by the Board

President or presiding chair. Such individuals may be asked to leave the meeting if their behavior is disruptive or interferes with the orderly progress of the meeting.

9. Audio or video recordings are permitted subject to the following conditions:

- No obstructions are created between the Board and the audience.
- No interviews are conducted in the meeting room while the Board is in session.
- No commentary, adjustment of equipment, or positioning of operators is made that would distract either the Board or members of the audience while the Board is in session
- The person operating the recording device should contact the Superintendent prior to the Board meeting to review possible placement of the equipment.

First Public Commentary

The first public commentary, scheduled near the beginning of all Board meetings, workshops, and committee meetings, shall be limited to an accumulated time of thirty (30) minutes. Time may be extended at the discretion of the Board President or presiding chair.

Individual speakers will be allotted a maximum of five (5) minutes, however, the time may be reduced if a large number of persons wishes to address the Board. In these instances, the number of speakers will be divided equally into the thirty (30)-minute time limit. For example, if ten (10) persons wish to address the Board, each individual will be given three (3) minutes.

Second Public Commentary

The second opportunity for public commentary, scheduled near the end of all Board meetings, shall be limited to an accumulated time of fifteen (15) minutes. Time may be extended at the discretion of the Board President or presiding chair.

Persons who wish to address the Board during the second opportunity for public participation shall form a line at a location to be designated and will be recognized by the Board President or presiding chair in the order of assembly.

Individuals will be allotted a maximum of three (3) minutes, however, the time may be reduced if a large number of persons wishes to address the Board. In these instances, the number of speakers will be divided equally into the fifteen (15)-minute time limit. For example, if fifteen (15) persons wish to address the Board, each individual will be given one minute.

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M.C.L. 15.263(4)(5)(6), 380.1808

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|---------|------------------------|
| Book | Policy Manual |
| Section | 0000 Bylaws Templates |
| Title | USE OF ELECTRONIC MAIL |
| Code | 2Rpo0167.5 |
| Status | |
| Adopted | March 17, 2003 |

0167.5 - **USE OF ELECTRONIC MAIL**

Since email is a form of communication that could conflict with the Open- Meetings Law, it will be used to conduct business of the Board only for the purposes of communicating:

- A. messages between Board members or between a Board member and employee(s) which do not involve deliberating or rendering a decision on matters pending before the Board;
- B. possible agenda items between the Superintendent and the Board President, or between Board members and the Board President;
- C. times, dates, and places of regular or special Board meetings;
- D. responses to questions posed by members of the public, administrators, or school staff.

Under no circumstances shall Board members use email to discuss among themselves Board business that is only to be discussed in an open meeting of the Board, is part of an executive session, or could be considered an invasion of privacy if the message were to be monitored by another party.

There should be no expectation of privacy for any messages sent by email. Messages, deleted or otherwise, may be subject to disclosure under the Freedom of Information Act, unless an exemption would apply.

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| Book | Policy Manual |
| Section | 0000 Bylaws Templates |
| Title | OPEN MEETING MINUTES |
| Code | 2Rpo0168.1 |
| Status | |
| Adopted | March 17, 2003 |
| Last Revised | June 19, 2017 |

0168.1 - **OPEN MEETING MINUTES**

The Superintendent shall designate a person to keep minutes of each meeting showing the date, time, place, members present, members absent, any decisions made at a meeting open to the public, and the purpose or purposes for which a closed session is called. These minutes must be approved by the Board and endorsed by the Secretary at the next meeting. The minutes shall include all roll-call votes taken at the meeting. Proposed minutes shall be available for public inspection not later than eight (8) business days after the meeting to which the minutes refer. Approved minutes shall be available for public inspection not later than five (5) business days after the meeting at which the minutes are approved. The minutes shall be available for inspection [on the District's website or](#) at the Superintendent's office and shall be available for purchase at a fee estimated by the business office to cover the cost of printing and copying.

The Board Secretary shall not include in or with its minutes any personally identifiable information on any student of the District which if released, would prevent the public body from complying with the Family Educational Rights and Privacy Act of 1974.

The official minutes shall be bound together by years and kept in the office of the Board of Education.

Minutes of the preceding meetings shall be approved by the Board as its first order of business at its next meeting.

The minutes shall show only action taken.

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Legal M.C.L. 15.269, 380.1201

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| Book | Policy Manual |
| Section | 0000 Bylaws Templates |
| Title | PRESIDENT |
| Code | 2Rpo0171.1 |
| Status | |
| Adopted | March 17, 2003 |

0171.1 - PRESIDENT

The President of the Board of Education shall:

- A. preside at meetings of the Board;
- B. be the public spokesperson for the Board;
- C. reply to emails and written correspondence on behalf of the Board;
- D. perform other duties appropriate to the office of the President.

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| Book | Policy Manual |
| Section | 0000 Bylaws Templates |
| Title | VICE-PRESIDENT |
| Code | 2Rpo0171.2 |
| Status | |
| Adopted | March 17, 2003 |

0171.2 - VICE-PRESIDENT

The Vice-President of the Board of Education shall:

- A. preside at meetings of the Board when the President is not able to attend;
- B. ~~(-)perform other duties appropriate to the office of Vice-President as the Board determines;~~
- C. assume all responsibilities and duties of the President in his/her absence. Absence shall be defined as: when notified by the President of their inability to be present to perform their duties; or by a vote of the Board if the President is incapacitated; or during a vacancy in the office of President.

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| Book | Policy Manual |
| Section | 0000 Bylaws Templates |
| Title | SECRETARY |
| Code | 2Rpo0171.3 |
| Status | |
| Adopted | March 17, 2003 |

0171.3 - **SECRETARY**

The Secretary of the Board of Education shall:

- A. preside over meetings of the Board when both the President and Vice President are unable to attend;
- B. record and sign the minutes of meetings, orders, resolutions, and other proceedings of the Board in proper record books;
- C. perform other duties required by law or by the Board.

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| Book | Policy Manual |
| Section | 0000 Bylaws Templates |
| Title | TREASURER |
| Code | 2Rpo0171.4 |
| Status | |
| Adopted | March 17, 2003 |

0171.4 - **TREASURER**

The Treasurer of the Board of Education shall:

- A. be a signatory on District bank accounts or investments;
- B. perform other duties the Board may prescribe in its bylaws relating to the administration of School District funds.

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| Legal | M.C.L. 380.1221 |
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Policies Summaries – First Reading 2-10-2020

The policy committee reviewed the following draft policies from NEOLA at its January 9th, 2020 meeting.

1442.01 - Drug-Free Workplace – new policy required by law

1430, 3430, 4430 - Leaves of Absence – updated to meet FMLA requirements

2210 - Curriculum Development – update required by law

3120, 3120.04 - Employment of Professional Staff/Substitutes – minor legal updates in response to shortage

5113.02 - Schools of Choice Options – legal – change from NCLB to ESSA

5200 – Attendance – legal - change age from 16 to 18

5350 - Student Suicide – add social workers to list of staff who receive specialized training

6321 - New Construction – legal updates regarding safety law changes and bid financial threshold increase

8402 - Emergency Operations Plan – new policy required by law

8500 - Food Services – updates regarding substitutions

Book Policy Manual
 Section WIP December 2019
 Title Vol. 33, No. 2 - February 2019 New DRUG-FREE WORKPLACE
 Code 1Rpo1422.01
 Status

1422.01 - **DRUG-FREE WORKPLACE**

The Board of Education believes that quality education is not possible in an environment affected by drugs. It will seek, therefore, to establish and maintain an educational setting which

~~[] [OPTION #1 (needed only if Federal funds come directly from Washington)]~~

~~() meets the requirements in the Drug-Free Workplace Act and the Drug-Free Schools and Communities Act.~~

~~In compliance with the Act, the Board prohibits the manufacture, possession, use, distribution, or dispensing of any controlled substance, including alcohol, by any member of the District's administration at any time while on District property or while involved in any District-related activity or event. Any administrator who violates this policy shall be subject to disciplinary action in accordance with District guidelines.~~

~~The Superintendent shall establish whatever programs and procedures are necessary to meet the Federal certification requirements.~~

[x] [OPTION #2 (applies to most schools)]

(x) is not tainted by the use or evidence of use of any controlled substance.

The Board shall not permit the manufacture, possession, use, distribution, or dispensing of any controlled substance, alcohol, and any drug paraphernalia, by any member of the District's administration at any time while on District property or while involved in any District-related activity or event. Any administrator who violates this policy shall be subject to disciplinary action in accordance with District guidelines.

The Superintendent shall establish guidelines that ensure compliance with this policy and that each administrator is given a copy of the standards regarding unlawful possession, use, or distribution of illicit drugs and alcohol and informed that compliance with this requirement is mandatory. Such guidelines shall provide for appropriate disciplinary actions, if and when needed.

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Legal P.L. 101-126
 Drug-Free Workplace Act of 1988, 41 U.S.C. 701, et seq.
 20 U.S.C. 3224A

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| Book | Policy Manual |
| Section | WIP December 2019 |
| Title | Vol. 33, No. 2 - February 2019 New LEAVES OF ABSENCE |
| Code | 1Rpo1430 |
| Status | |

1430 - LEAVES OF ABSENCE

All administrative staff members not otherwise covered by the terms of a negotiated, collectively-bargained agreement of this District shall be entitled to the leave benefits [outlined in the Paid Medical Leave Act \(PMLA\)](#).

All requests for unpaid leaves of absence by administrative staff members shall be presented to the [Superintendent or his designee](#) ~~Board of Education~~ for approval.

Any administrative staff member granted a leave of absence by the Board shall be considered to have terminated all work with the School District until the completion of the leave. Exceptions may be made by the Superintendent in cases where the best interest of the District might be served.

An employee may use Paid Medical Leave under the PMLA for:

- A. An employee or employee's family member's mental or physical illness, injury, health condition and medical diagnosis, care, or treatment, preventative medical care.
- B. If the employee or the eligible employee's family member is a victim of domestic violence or sexual assault:
 1. for medical, psychological or other counseling for physical or psychological injury or disability;
 2. to obtain services from a victim services organization;
 3. to relocate due to domestic violence or sexual assault;
 4. to obtain legal services; and/or
 5. to participate in any civil or criminal proceedings related to or resulting from the domestic violence or sexual assault.
- C. Closure of the employee's primary workplace due to a public health emergency or to provide care for a child whose school or place of care has been closed due to a public health emergency.
- D. If health authorities or a health care provider have determined that the employee or employee's family member would jeopardize the health of others because of their exposure to a communicable disease regardless of whether employee or family member has actually contracted the communicable disease.

Definitions

A "family member" includes:

- A. a biological, adopted or foster child, stepchild or legal ward, or a child to whom the employee stands in loco parentis;
- B. a biological parent, foster parent, stepparent, or adoptive parent or a legal guardian of an employee or the employee's spouse, or an individual who stood in loco parentis when the employee was a minor child;
- C. an individual to whom the employee is "legally married under the laws of any state";
- D. a grandparent or grandchild; and
- E. a biological, foster, or adopted sibling.

An eligible employee who is using Paid Medical Leave because of domestic violence or sexual assault may be required to provide documentation that the Paid Medical Leave has been used for that purpose.

Employees must follow the District's usual practice or procedure for requesting, although the District will give employees three (3) days to acquire the proper documentation if the time off is used for paid medical leave, for the reasons set forth above.

To the extent that any current collective bargaining agreements already provide all of the requirements of the PMLA, those are sufficient to address the District's obligations to that set of employees and will control the employees covered under the collective bargaining agreement instead of this policy.

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Book Policy Manual
 Section WIP December 2019
 Title Vol. 33, No. 2 - February 2019 Revised LEAVES OF ABSENCE
 Code 1Rpo3430
 Status

3430 - LEAVES OF ABSENCE

All professional staff members not otherwise covered by the terms of a negotiated, collectively-bargained agreement of this District shall be entitled to the leave benefits [outlined in the Paid Medical Leave Act \(PMLA\)](#).

All requests for unpaid leaves of absence by professional staff members shall be presented to the Board of Education for approval.

Any professional staff member granted a leave of absence by the Board shall be considered to have terminated all work with the School District until the completion of the leave. Exceptions may be made by the Superintendent in cases where the best interest of the District might be served.

An employee may use Paid Medical Leave under the PMLA for:

- A. [An employee or employee's family member's mental or physical illness, injury, health condition and medical diagnosis, care, or treatment, preventative medical care.](#)
- B. [If the employee or the eligible employee's family member is a victim of domestic violence or sexual assault:](#)
 - 1. [for medical, psychological or other counseling for physical or psychological injury or disability;](#)
 - 2. [to obtain services from a victim services organization;](#)
 - 3. [to relocate due to domestic violence or sexual assault;](#)
 - 4. [to obtain legal services; and/or](#)
 - 5. [to participate in any civil or criminal proceedings related to or resulting from the domestic violence or sexual assault.](#)
- C. [Closure of the employee's primary workplace due to a public health emergency or to provide care for a child whose school or place of care has been closed due to a public health emergency.](#)
- D. [If health authorities or a health care provider have determined that the employee or employee's family member would jeopardize the health of others because of their exposure to a communicable disease regardless of whether employee or family member has actually contracted the communicable disease.](#)

Definitions

A "family member" includes:

- A. [a biological, adopted or foster child, stepchild or legal ward, or a child to whom the employee stands in loco parentis;](#)
- B. [a biological parent, foster parent, stepparent, or adoptive parent or a legal guardian of an employee or the employee's spouse, or an individual who stood in loco parentis when the employee was a minor child;](#)
- C. [an individual to whom the employee is "legally married under the laws of any state; "](#)
- D. [a grandparent or grandchild; and](#)
- E. [a biological, foster, or adopted sibling.](#)

[An eligible employee who is using Paid Medical Leave because of domestic violence or sexual assault may be required to provide documentation that the Paid Medical Leave has been used for that purpose.](#)

[Employees must follow the District's usual practice or procedure for requesting, although the District will give employees three \(3\) days to acquire the proper documentation if the time off is used for paid medical leave, for the reasons set forth above.](#)

To the extent that any current collective bargaining agreements already provide all of the requirements of the PMLA, those are sufficient to address the District's obligations to that set of employees and will control the employees covered under the collective bargaining agreement instead of this policy.

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| Book | Policy Manual |
| Section | WIP December 2019 |
| Title | Vol. 33, No. 2 - February 2019 Revised LEAVES OF ABSENCE |
| Code | 1Rpo4430 |
| Status | |

4430 - LEAVES OF ABSENCE

All support staff members not otherwise covered by the terms of a negotiated, collectively-bargained agreement of this District shall be entitled to the leave benefits outlined in the Paid Medical Leave Act (PMLA).

All requests for unpaid leaves of absence by support staff members shall be presented to the Superintendent or his designee Board of Education for approval.

Any support member granted a leave of absence by the Board shall be considered to have terminated all work with the School District until the completion of the leave. Exceptions may be made by the Superintendent in cases where the best interest of the District might be served.

An employee may use Paid Medical Leave under the PMLA for:

- A. An employee or employee's family member's mental or physical illness, injury, health condition and medical diagnosis, care, or treatment, preventative medical care.
- B. If the employee or the eligible employee's family member is a victim of domestic violence or sexual assault:
 1. for medical, psychological or other counseling for physical or psychological injury or disability;
 2. to obtain services from a victim services organization;
 3. to relocate due to domestic violence or sexual assault;
 4. to obtain legal services; and/or
 5. to participate in any civil or criminal proceedings related to or resulting from the domestic violence or sexual assault.
- C. Closure of the employee's primary workplace due to a public health emergency or to provide care for a child whose school or place of care has been closed due to a public health emergency.
- D. If health authorities or a health care provider have determined that the employee or employee's family member would jeopardize the health of others because of their exposure to a communicable disease regardless of whether employee or family member has actually contracted the communicable disease.

Definitions

A "family member" includes:

- A. a biological, adopted or foster child, stepchild or legal ward, or a child to whom the employee stands in loco parentis;
- B. a biological parent, foster parent, stepparent, or adoptive parent or a legal guardian of an employee or the employee's spouse, or an individual who stood in loco parentis when the employee was a minor child;
- C. an individual to whom the employee is "legally married under the laws of any state";
- D. a grandparent or grandchild; and
- E. a biological, foster, or adopted sibling.

An eligible employee who is using Paid Medical Leave because of domestic violence or sexual assault may be required to provide documentation that the Paid Medical Leave has been used for that purpose.

Employees must follow the District's usual practice or procedure for requesting, although the District will give employees three (3) days to acquire the proper documentation if the time off is used for paid medical leave, for the reasons set forth above.

To the extent that any current collective bargaining agreements already provide all of the requirements of the PMLA, those are sufficient to address the District's obligations to that set of employees and will control the employees covered under the collective bargaining agreement instead of this policy.

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| Book | Policy Manual |
| Section | WIP December 2019 |
| Title | Vol. 33, No. 2 - February 2019 Revised CURRICULUM DEVELOPMENT |
| Code | 1Rpo2210 |
| Status | |
| Adopted | March 17, 2003 |

2210 - CURRICULUM DEVELOPMENT

The Board of Education recognizes its responsibility for the quality of the educational program of the schools. To this end, the curriculum shall be developed, evaluated, and adopted on a continuing basis and in accordance with a plan for curriculum growth established by the Superintendent.

For purposes of this policy and consistent communication throughout the District, curriculum shall be defined as:

- A. ~~(-) the courses of study, subjects, classes, and organized activities provided by the school;~~
- B. ~~(-) all the planned activities of the schools, including formal classroom instruction and out-of-class activity, both individual and group;~~
- C. ~~(-) learning activities approved by the Board for individuals or groups of students and expressed in terms of specific instructional objectives or class periods;~~
- D. ~~(-) the plan for learning necessary to accomplish the educational goals of the District;~~
- E. **(x-)** all the planned activities of the schools, including formal classroom instruction and out-of-class activity, both individual and group, necessary to accomplish the educational goals of the District.

The Board directs that the curriculum of this District:

- A. **(x-)** provides grade-appropriate instruction on career development in each grade level from kindergarten through 12th; ~~[DRAFTING NOTE: THIS LANGUAGE IS NOT OPTIONAL AND MUST BE ADOPTED TO COMPLY WITH CURRENT LAW.]~~
- B. **(x-)** provides instruction in courses required by statute and State Department of Education regulations;
- C. **(x-)** ensures, to the extent feasible, that special learning needs of students are provided for in the context of the regular program or classroom and provides for effective coordination with programs or agencies that are needed to meet those needs that cannot be dealt with in the regular program or classroom;
- D. **(x-)** be consistent with the District's philosophy and goals and ensure the possibility of their achievement;
- E. **(x-)** incorporate State-recommended performance standards for students as the basis for determining how well each student is achieving the academic outcomes for each area of the District's core curriculum;
- F. **(x-)** at the high school level, consider alternatives to the Carnegie Unit as a method for determining student progress toward receiving course credit;
- G. **(x-)** allows for the development of individual talents and interests as well as recognizes that learning styles of students may differ;
- H. **(x-)** provides a strategy for continuous and cumulative learning through effective articulation at all levels, particularly of those skills identified as essential and life-role skills;
- I. **(x-)** utilizes a variety of learning resources to accomplish the educational goals;
- J. **(x-)** encourages students to utilize guidance and counseling services in their academic and career planning;
- K. **(x-)** provides for multi-cultural education by including, at each level, courses or units which help students understand the culture and contributions of various ethnic groups comprising American society, including, but not limited to Euro-Americans, African-Americans, Asian-Americans, Hispanic-Americans, and Native-Americans.

As educational leader of the District, the Superintendent shall be responsible to the Board for the development and evaluation of curriculum and the preparation of courses of study.

The Superintendent shall make progress reports to the Board

() annually.

periodically.

The Superintendent may conduct such innovative programs as are deemed to be necessary to the continuing growth of the instructional program and to better ensure accomplishment of the District's educational goals.

~~The Superintendent shall report each such innovative program to the Board along with its objectives, evaluative criteria, and costs. (-) before it is initiated.~~

~~Unless the Board disapproves, the Superintendent may proceed to conduct the program.~~

The Board encourages, where it is feasible and in the best interests of the District, participation in programs of educational research.

The Board directs the Superintendent to pursue actively State and Federal aid in support of the District's innovative activities.

M.C.L. 380.1282, [380.1166a](#)

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M.C.L. 380.1282, 380.1166a

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|--------------|---|
| Book | Policy Manual |
| Section | WIP December 2019 |
| Title | Vol. 33, No. 2 - February 2019 Revised EMPLOYMENT OF PROFESSIONAL STAFF |
| Code | 1Rpo3120 |
| Status | |
| Adopted | March 17, 2003 |
| Last Revised | March 19, 2007 |

3120 - EMPLOYMENT OF PROFESSIONAL STAFF

The Board of Education recognizes that it is vital to the successful operation of the District that positions created by the Board be filled with highly-qualified and competent personnel. Further, pursuant to the Administrative Rules Governing the Certification of Michigan Teachers, the Board requires that anyone employed as a professional staff member with instructional responsibilities in an elementary or secondary school in this District hold a certificate, permit, or vocational authorization valid for the positions to which s/he is assigned, and that the individual meets the established criteria to be highly qualified in his/her assignment.

The Board shall approve the employment, and also, when not covered by the terms of a negotiated, collectively-bargained agreement, fix the compensation, and establish the term of employment for each professional staff member employed by the Board.

Individuals employed in the following categories shall be considered members of the professional staff:

- A. Teachers
- B. School Psychologists
- C. Social Workers
- D. Speech Pathologists
- E. Occupational Therapists
- F. Physical Therapists
- G. Instructional Coaches
- H. Graduation Coaches
- I. School Counselors

All professional staff are subject to a criminal history record check. See Policy 3121.

Such approval shall be given only to those candidates for employment recommended by the Superintendent.

~~Such approval shall be given only to those candidates for employment chosen by the Board from a group selected by the Superintendent.~~

~~When any recommended candidate has been rejected by the Board, the Superintendent shall make a substitute recommendation.~~

~~All applications for employment shall be referred to the _____.~~

Relatives of Board members may be employed by the Board, provided the Board member does not participate in any way in the discussion or vote on the employment when a conflict of interest is involved.

Relatives of staff members may be employed by the Board, provided the staff member being employed is not placed in a position in which s/he would be supervised directly by the relative staff member.

~~The Board will not employ (but may reemploy) the~~

~~children, siblings, spouse, parents, in-laws, or bona fide dependents (IRS criteria) of a Board member.~~

~~children, siblings, spouse, parents, in-laws, or bona fide dependents (IRS criteria) of a regular full-time professional staff member.~~

Applications for employment will not be accepted from any current District Board member. If a Board member wishes to apply for a position, his/her resignation must be accepted by the Board prior to submitting an application.

Any professional staff member's intentional misstatement of fact or omission material to his/her qualifications for employment or the determination of salary shall be considered by this Board to constitute grounds for dismissal.

~~[x-]~~ The temporary employment of professional staff members prior to approval by the Board is authorized when their employment is required to maintain continuity in the educational program. Employment shall be recommended to the Board at the next regular meeting.

~~[x-]~~ No candidate for employment to the professional staff as a nonadministrator shall receive recommendation for such employment without having proffered visual evidence of proper certification or that application for such certification is in process, except under the following circumstances:

- A. The Superintendent may employ noncertificated, nonendorsed teachers to teach, in grades 9-12, a course in computer science, foreign language, mathematics, biology, chemistry, engineering, physics, robotics, or any other course approved by the State Board, providing they meet all of the conditions established by law and by the Superintendent.
- B. The Superintendent may also employ a teacher without a valid teaching certificate as a substitute teacher, on a day-to-day basis, if the person has at least sixty (60) semester hours of college credit or an associate degree from a college, university or community college and, for substitute teaching in grades 9 to 12, is at least twenty-two (22) years of age, or for a full school year if the person has met all other conditions established by law and by the Superintendent.
- C. The Superintendent may hire an individual who does not hold a valid teaching certificate to serve in a counseling, social worker or speech pathologist role provided s/he meets all the requirements established by law. Policy 3120 and Policy 3121 shall apply with respect to that individual in the same manner required for employing a person with a teaching certificate.
- D. The Superintendent may employ noncertificated, ~~substitutes~~ teachers to teach in an industrial technology education program or career and technical education program providing they meet all of the conditions established by law and by the Superintendent.

Prior to hiring an applicant, the Superintendent shall obtain from the applicant a signed Consent to Obtain Records (~~Form 3120-F2~~) and shall obtain from the applicant's current or immediately-previous employer any records, including the applicant's personnel file relating to unprofessional conduct in which the applicant engaged. Any such records are to be reviewed as a condition of employment prior to a recommendation for employment and may be disclosed to those individuals directly involved in evaluating the applicant's qualifications.

The Superintendent shall prepare administrative guidelines for the recruitment and selection of all professional staff.

REQUIREMENTS FOR HIGHLY QUALIFIED STATUS

Pursuant to State law, "Highly Qualified" means:

- A. full State certification as a teacher or passed State teacher licensing exam and holds current license to teach; certification or license requirements may not be waived on emergency, temporary, or provisional basis;
- B. for elementary teachers new to the profession, this also requires:
 1. at least a bachelor's degree;
 2. passing a rigorous State test on subject knowledge and teaching skills in reading, writing, math, and other areas of elementary curriculum (State certification test may suffice);
- C. for secondary or middle school teachers new to the profession this also requires:
 1. at least a bachelor's degree, and
 2. passing a rigorous State test in each of the subject areas s/he will teach (State certification test may suffice), or
 3. for each academic subject taught, having an academic major, course work equivalent to an undergraduate major, a graduate degree, or advanced certification or credentialing;
- D. for elementary, middle, or secondary school teachers with prior experience, this also requires:
 1. at least a bachelor's degree, and
 2. meets standards for new teachers (above), or
 3. demonstrates competence in all academic subjects s/he teaches based on a uniform State standard of evaluation (standard for academic subject matter and teaching skills set by the State).

REQUIREMENTS FOR TEACHERS IN DISTRICT RECEIVING TITLE I FUNDING

All teachers hired for a Title I supported program or a core subject area must be "highly qualified."

As a condition of employment, all newly-hired teachers in a Title I supported program or in core subject areas shall be required to submit documentation that they are "highly qualified" as described above.

As designated by Federal law, core subject areas shall include the following: English, reading or language arts, science (which includes physics, chemistry, biology, earth science, and physical science), mathematics, arts (which includes instrumental music, vocal music, visual arts, dance, and drama/theater), foreign languages, government and civics, history, economics and geography.

The Superintendent shall prepare a plan that will result in all teachers who are employed in professional staff positions with instructional responsibilities in Title I supported programs and/or core subject areas to be highly qualified by a date specific, and the Superintendent shall show annual progress towards meeting these teacher qualification requirements.

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Legal

M.C.L. 380.1229 – 1231, 380.1233, 380.1233b, 380.1237, 380.1531d, 380.623

20 U.S.C. 6319 & 7801

R 390.1105

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|--------------|--|
| Book | Policy Manual |
| Section | WIP December 2019 |
| Title | Vol. 33, No. 2 - February 2019 Revised EMPLOYMENT OF SUBSTITUTES |
| Code | 1Rpo3120.04 |
| Status | |
| Adopted | March 17, 2003 |
| Last Revised | June 19, 2017 |

3120.04 - **EMPLOYMENT OF SUBSTITUTES**

The Board of Education recognizes the need to procure the services of substitutes in order to continue the operation of the schools as a result of the absence of regular personnel.

Substitute personnel are subject to a criminal history record check. See Policy 3121.

The Superintendent shall employ substitutes for assignment as services are required to replace temporarily-absent regular staff members and fill new positions. Such assignment of substitutes may be terminated when their services are no longer required. A substitute, however, who is employed directly by the District for 150 days or more during a school year of not less than 180 days, except under circumstances identified in statute, shall be given, during the balance of that year as well as during the succeeding school year, the first opportunity to accept or reject a contract for which the person is certified and qualified, provided that all other District teachers have been reemployed in accordance with the negotiated, collectively-bargained agreement.

Substitutes must possess a valid Michigan professional certificate and a permit, if substitute teaching in a subject for which s/he is not certified, except under the following circumstances:

- A. The Superintendent may employ noncertificated, nonendorsed substitutes to teach, in grades 9-12, a course in computer science, foreign language, mathematics, biology, chemistry, engineering, physics, robotics, or any other course approved by the State Board, providing they meet all of the conditions established by law and by the Superintendent.
- B. The Superintendent may also employ a substitute without a valid teaching certificate if the person has at least sixty (60) semester hours of college credit or an associate degree from a college or university or community college. The sixty (60) semester hours do not need to be from the same college, university or community college- and, for substitute teaching in grades 9 to 12, is at least twenty-two (22) years of age.
- C. The Superintendent may employ noncertificated, substitutes to teach in an industrial technology education program or career and technical education program providing they meet all of the conditions established by law and by the Superintendent.

In order to retain well-qualified substitutes for service in this District, the Board will offer competitive compensation at a rate set annually by the Board.

A substitute, employed directly by the District in one (1) specific teaching position, shall, after sixty (60) consecutive days in that assignment, be paid a salary not less than the minimum salary on the current salary schedule and granted the privileges provided regular staff.

A substitute shall be paid

actual hours worked.

A school district that contracts with a person or entity to furnish substitute teachers under this section may purchase liability insurance to indemnify and protect the school district and the person or entity against losses or liabilities incurred by the district and person or entity arising out of any claim for personal injury or property damage caused by the District, its officers, employees, or agents. A district may pay premiums for the insurance out of its operating funds.

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|-------|--|
| Legal | M.C.L. 380.1230, 380.1230a, 380.1230g, 380.1233, 380.1233b, 380.1531 |
| | M.C.L. 380.1236, 380.1236a |
| | A.C. Rule 390.1105(1), 390.1141(2), 390.1146 |

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| Book | Policy Manual |
| Section | WIP December 2019 |
| Title | Vol. 33, No. 2 - February 2019 Revised SCHOOL CHOICE OPTIONS PROVIDED BY FEDERAL LAW |
| Code | 1Rpo5113.02 |
| Status | |
| Adopted | March 7, 2005 |

5113.02 - **SCHOOL CHOICE OPTIONS PROVIDED BY FEDERAL LAW~~THE NO-CHILD-LEFT-BEHIND ACT~~**

The Board of Education acknowledges that the Federal ~~No Child Left Behind Act of 2001 ("NCLBA")~~ Elementary and Secondary Education Act (ESEA), as amended, provides that the parents/guardians of students enrolled in a Title I school that has been listed for "School Improvement" for two (2) or more years, have the right to transfer their children to another school in the District, provided there is a school that provides instruction at the students' grade level(s) and such school has not been identified as being in the process of school improvement, corrective action, or restructuring. If there is not a qualifying school in the District, the Superintendent shall contact neighboring districts and request that they permit students to transfer to a school in one of those districts if the parent/guardian requests a transfer. The Superintendent shall also offer Supplemental Educational Services (SES) if a transfer within the District is not possible.

Students attending a "persistently dangerous" school, as defined by State law have the right to transfer to another "safe" school in the District. If there is not another "safe" school in the District providing instruction at the students' grade level(s), the Superintendent shall contact neighboring districts and request that they permit students to transfer to a school in one of those districts if the parent/guardian requests a transfer.

Furthermore, a student who is a victim of a "violent crime" on school property also has the right to transfer to another school. If there is not another school in the District providing instruction at the student's grade level, the Superintendent shall contact neighboring districts and request that they permit that student to transfer to a school in one of those districts providing instruction at the student's grade level if the parent/guardian requests a transfer.

The Board of Education authorizes such transfers in accordance with AG 5113.02.

Children who transfer within the District in accordance with this policy will be permitted to remain at the school of transfer until completing the highest grade at the school.

Title I, Section 1116(b)(1)(E) of the ~~No Child Left Behind Act of 2001~~ Elementary and Secondary Education Act, as amended

Title I, Section 1116(e) of the Elementary and Secondary Education Act, as amended ~~No Child Left Behind Act of 2001~~

Title IX, Section 9532 of the Elementary and Secondary Education Act, as amended ~~No Child Left Behind Act of 2001~~

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Legal Title I, Section 1116(b)(1)(E) of the Elementary and Secondary Education act, as amended
 Title I, Section 1116(e) of the Elementary and Secondary Education Act, as amended
 Title IX, Section 9532 of the Elementary and Secondary Education Act, as amended

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| Book | Policy Manual |
| Section | WIP December 2019 |
| Title | Vol. 33, No. 2 - February 2019 Revised ATTENDANCE |
| Code | 1Rpo5200 |
| Status | |
| Adopted | March 17, 2003 |
| Last Revised | February 22, 2005 |

5200 - ATTENDANCE

The Board of Education as an agency of the State is required to enforce the regular attendance of students. The Board recognizes that the presence in the classroom enables the student to participate in instruction, class discussions, and other related activities. As such, regular attendance and classroom participation are integral to instilling incentives for the student to excel.

Attendance shall be required of all District students, except those exempted under Policy 5223 or by other provisions of State law, during the days and hours that the school is in session.

or during the attendance sessions to which s/he has been assigned.

The Superintendent shall require, from the parent of each student or from an adult student who has been absent for any reason, a ~~(-) written statement (-) and/or~~ confirmation of the cause for such absence. The Board reserves the right to verify such statements and to investigate the cause of each:

- A. single absence;
- B. prolonged absence;
- C. repeated unexplained absence and tardiness.

The Board may report to the Intermediate School District infractions of the law regarding the attendance of students below the age of ~~sixteen (+6) eighteen (18)~~. Repeated infractions of Board policy requiring the attendance of enrolled students may result in the suspension or expulsion of the student from the District program.

The Board considers the following factors to be reasonable excuses for time missed at school:

- A. illness
- B. recovery from accident
- C. required court attendance
- D. professional appointments
- E. death in the immediate family
- F. observation or celebration of a bona fide religious holiday
- G. such other good cause as may be acceptable to the Superintendent

Attendance need not always be within the school facilities, but a student will be considered to be in attendance if present at any place where school is in session by authority of the Board.

The Board shall consider each student assigned to a program of other guided learning experiences, authorized under Policy 2370, to be in regular attendance for the program provided that s/he reports

~~(-) daily~~
~~(-) weekly~~

to such staff member s/he is assigned for guidance at the place in which s/he is conducting study, and regularly demonstrates progress toward the objectives of the course of study.

[x-] The Board authorizes, but does not encourage the Superintendent, to suspend a student from a particular class or from school if sincere efforts by the staff and parents cannot rectify the pattern of absence. In keeping with its philosophy, the Board supports efforts to provide for out-of-school alternative educational opportunities for truant students rather than to heighten the effects of absence through suspension.

The Superintendent shall develop procedures for the attendance of students which:

- A. **(x-)** ensure a school session which is in conformity with the requirements of the law;
- B. **(x-)** ensure that students absent for any excusable reason have an opportunity to make up work they missed;
- C. **(x-)** ensure the student is not given a failing grade or his/her credit is not unconditionally revoked where lack of attendance is the sole or primary determining factor, but which allow reduction in grade or denial of credit, if the student does not make appropriate use of make-up sessions provided by the instructor or administrator;
- D. **(x-)** govern the keeping of attendance records in accordance with the rules of the State Board and the Michigan Department of Education Pupil Accounting Manual, including a written electronic attendance procedure, if applicable;
- E. **(x-)** identify the habitual truant, investigate the cause(s) of his/her behavior, and consider modification of his/her educational program to meet particular needs and interests;
- F. **(x-)** ensure that any student who, due to a specifically identifiable physical or mental impairment, exceeds or may exceed the District's limit on excused absence is referred for evaluation for eligibility either under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973.

Such guidelines should provide that a student's grade in any course is based on his/her performance in the instructional setting and is not reduced for reasons of conduct. If a student violates the attendance or other rules of the school, s/he should be disciplined appropriately for the misconduct, but his/her grades should be based upon what the student can demonstrate s/he has learned.

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Legal

M.C.L.380.1561, 380.1561(3a-3c), 380.1586(3)

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|--------------|-------------------|
| Book | Policy Manual |
| Section | WIP December 2019 |
| Title | STUDENT SUICIDE |
| Code | 1Rpo5350 |
| Status | |
| Adopted | March 17, 2003 |
| Last Revised | June 15, 2015 |

5350 - **STUDENT SUICIDE**

The Board of Education recognizes that depression and self-destruction are problems of increasing severity among children and adolescents. A student who suffers the psychological disability of depression cannot benefit fully from the educational program of the schools, and a student who has attempted self-destruction poses a danger both to himself/herself and to other students.

All school personnel should be alert to the student who exhibits signs of unusual depression or who threatens or attempts suicide. Any such signs or the report of such signs from another student or staff member should be taken with the utmost seriousness.

District staff may receive professional development training in the risk factors, warning signs for suicide and depression and about the protective factors that help prevent suicide, as well as the available resources regarding youth suicide awareness and prevention.

Additional professional development training in suicide risk assessment and intervention shall be provided to counselors, psychologists, [social workers](#), and school nurses.

The Superintendent shall develop and implement administrative guidelines whereby members of the professional staff understand how to use an intervention procedure which includes the following:

Step 1 - Stabilization

Step 2 - Assessment of the Risk

Step 3 - Use of Appropriate Risk Procedure

Step 4 - Communication with Appropriate Parties

Step 5 - Follow-up

Parents/Guardians shall be notified of any suicide prevention instruction provided their children using the communication method used for regular communication with parents in that particular building.

Throughout any intervention, it is essential that Board policies and District guidelines regarding confidentiality be observed at all times.

Revised 8/27/07

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Legal M.C.L. 380.1171 (Chase Edwards Law)
Kelson v City of Springfield, 767 F2d 651 (9th Cir. 1985)

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|---------|--|
| Book | Policy Manual |
| Section | WIP December 2019 |
| Title | Vol. 33, No. 2 - February 2019 Revised NEW SCHOOL CONSTRUCTION, RENOVATION |
| Code | 1Rp06321 |
| Status | |
| Adopted | April 2, 2007 |

6321 - NEW SCHOOL CONSTRUCTION, RENOVATION

Before commencing construction of any new school building or the major renovation of an existing school building, the Board shall consult on the plans for construction or major renovation regarding school safety issues with the law enforcement agency that is the first responder for the school building at issue. For purposes of this paragraph, school building means any building intended to be used to provide instruction to students and any recreational or athletic structure or field intended to be used by students.

Before beginning construction of a new school building, or an addition, repair or renovation of an existing school building, except emergency repairs, the Board of Education, shall obtain competitive bids on all the material and labor required for the complete construction of a proposed new building or addition to or repair or renovation of an existing school building which exceeds the State statutory limit (\$24,924 for 2020) under MCL 1267.

This policy does not apply to buildings, renovations, or repairs costing less than the statutory limit or to repair work normally performed by District employees.

The Board shall advertise for the bids required under subsection:

- A. By placing an advertisement for bids at least once in a newspaper of general circulation in the area where the building or addition is to be constructed or where the repair or renovation of an existing building is to take place and by posting an advertisement for bids for at least two (2) weeks on the Department of Management and Budget website on a page on the website maintained for this purpose or on a website maintained by a school organization and designated by the Department of Management and Budget for this purpose.
- B. By submitting the request for bids for placement on the Michigan Department of Management and Budget's website for school organizations, including a link to the District's website.**
- C. The advertisement for bids shall do all of the following:
 - 1. specify the date and time by which all bids must be received by the Board at a designated location;
 - 2. state that the Board will not consider or accept a bid received after the date and time specified for bid submission;
 - 3. identify the time, date, and place of a public meeting at which the Board or its designee will open and read aloud each bid received by the Board by the date and time specified in advertisement;
 - 4. state that the bid shall be accompanied by a sworn and notarized statement disclosing any familial relationship that exists between the owner or any employee of the bidder and any member of the Board or the Superintendent of the District. A Board shall not accept a bid that does not include this sworn and notarized disclosure statement.
- D. The Board shall require each bidder for a contract under this policy, to file with the Board security in an amount not less than 1/20 of the amount of the bid conditioned to secure the District from loss or damage by reason of the withdrawal of the bid or by the failure of the bidder to enter a contract for performance, if the bid is accepted by the Board.
- E. The Board shall not open, consider, or accept a bid that the Board receives after the date and time specified for bid submission in the advertisement for bids as described in subsection C of this policy.
- F. At a public meeting identified in the advertisement for bids described in subsection C of this policy, the Board or its designee shall open and read aloud each bid that the Board received at or before the time and date for bid submission specified in the advertisement for bids. The Board may reject any or all bids, and if all bids are rejected, shall readvertise in the manner required by this policy.

~~[] The Board may consider and provide a preference to bidders:~~

~~() which use a Michigan-based business as the primary contractor.~~

~~() which use one (1) or more Michigan-based business(es) as subcontractors.~~

~~For purposes of this preference a Michigan-based business means a business that would qualify for a Michigan preference for procurement contracts under M.C.L. 18.1268, which requires that the businesses certify that since inception or during the last twelve (12) months it has done one of the following:~~

- ~~1. have filed a Michigan business tax return showing an allocation of income tax base to Michigan~~
- ~~2. have filed a Michigan income tax return showing income generated in or attributed to Michigan~~
- ~~3. withheld Michigan income tax from compensation paid to the bidder's owners and remitted the tax to the Michigan Department of Treasury~~

~~This preference shall not apply to any procurement or project using Federal funds, nor shall it be used if it would violate any Federal law or requirements.~~

G. The competitive bid threshold amount specified in this policy is adjusted each year by multiplying the amount for the immediately preceding year by the percentage by which the average consumer price index for all items for the twelve (12) months ending August 31st of the year in which the adjustment is made differs from that index's average for the twelve (12) months ending on August 31st of the immediately preceding year and adding that product to the maximum amount that applied in the immediately preceding year, rounding to the nearest whole dollar. The current exempt amount must be confirmed with the Michigan Department of Education prior to issuing contracts for construction, renovation, or repair which exceed the amount listed in this policy.

M.C.L. 380.1267

[M.C.L. 380.1264](#)

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Legal M.C.L. 380.1267

M.C.L. 380.1264

| | |
|---------|--|
| Book | Policy Manual |
| Section | WIP December 2019 |
| Title | Vol. 33, No. 2 - February 2019 New EMERGENCY OPERATIONS PLAN |
| Code | 1Rpo8402 |
| Status | |

8402 - **EMERGENCY OPERATIONS PLAN**

By no later than January 1, 2020, for each school building the District shall 1) develop an emergency operations plan or 2) adapt its statewide school information policy (referred to as the "Plan" throughout the remainder of this Policy) to comply with the requirements of this Policy. This action shall be taken with input from the public. School building means any building intended to be used to provide instruction to students and any recreational or athletic structure or field intended to be used by students.

Beginning in the 2019-2020 school year, and at least biennially thereafter, the District shall conduct a review of its Plan, including a review of the vulnerability assessment, with at least one law enforcement agency that has jurisdiction over the District.

The Plan must include guidelines and procedures that address all of the following:

- A. school violence and attacks
- B. threats of school violence and attacks
- C. bomb threats
- D. fire
- E. weather-related emergencies
- F. intruders
- G. parent and pupil reunification
- H. threats to a school-sponsored activity or event whether or not it is held on school premises
- I. a plan to train teachers on mental health and pupil and teacher safety
- J. a plan to improve school building security
- K. an active violence protocol
- L. continuity of operations after an incident
- M. a vulnerability assessment

The District shall notify the Michigan Department of Education not later than thirty (30) days after it adopts its Plan and after each biennial review in the form and manner prescribed by the Department.

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Legal M.C.L. 380.1308b

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|--------------|--|
| Book | Policy Manual |
| Section | WIP December 2019 |
| Title | Vol. 33, No. 2 - February 2019 Revised FOOD SERVICES |
| Code | 1Rpo8500 |
| Status | |
| Adopted | March 17, 2003 |
| Last Revised | June 19, 2017 |

8500 - **FOOD SERVICES**

The Board of Education shall provide cafeteria facilities in all school facilities where space and facilities permit, and will provide food service for the purchase and consumption of lunch for all students.

~~[x-]~~ The Board shall provide a public hearing annually for all parents prior to determining whether or not it will provide a breakfast program for all students. If it chooses not to provide such a program, the Board shall make available the reasons for its decision.

The Board does not discriminate on the basis of race, color, national origin, sex (including sexual orientation or transgender identity), disability, age (except as authorized by law), religion, military status, ancestry, or genetic information (collectively, "Protected Classes") in its educational programs or activities. Students and all other members of the School District community and third parties are encouraged to promptly report incidents of unlawful discrimination and/or retaliation to a teacher, administrator, supervisor, or other District official so that the Board may address the conduct. See Policy 2260 – Nondiscrimination and Access to Equal Educational Opportunity.

The food-service program shall comply with Federal and State regulations pertaining to the selection, preparation, delivery, consumption, and disposal of food and beverages, including but not limited to the current USDA's school meal pattern requirements for Americans and the USDA Smart Snacks in School nutrition standards, as well as to the fiscal management of the program. In addition, as required by law, a food safety program based on the principles of the Hazard Analysis and Critical Control Point (HACCP) system shall be implemented with the intent of preventing food-borne illnesses. For added safety and security, access to the facility and the food stored and prepared therein shall be limited to food service staff and other authorized persons.

Substitutions

~~§~~ If determined appropriate by a student's Section 504 team, substitutions to the standard meal requirements shall be made, at no additional charge, for students for whom a healthcare provider who has prescriptive authority in the State of Michigan has provided medical certification that the student has a disability which restricts his/her diet, in accordance with the criteria set forth in 7 CFR 15(b). To qualify for such substitutions the medical certification must identify:

- A. the student's disability and the major life activity affected by the disability;
- B. an explanation of why the disability affects the students diet; and
- C. the food(s) to be omitted from the student's diet, and the food or choice of foods that must be substituted (e.g., caloric modifications or use of liquid nutritive formula).

~~[] On a case by case basis If determined appropriate by a team of qualified individuals including, but not limited to, the Principal, school nurse, parent, Director of Food Services, () _____, substitutions to the standard meal requirements may be made, at no additional charge, for students who are not "disabled persons", but have a student who is not a "disabled person" but has a signed statement from a qualified medical authority that the student cannot consume certain food items due to medical or other special dietary needs. To qualify for such consideration and substitutions the medical statement must identify:~~

- A. ~~the medical or dietary need that restricts the student's diet; and~~
- B. ~~the food(s) to be omitted from the student's diet and the food(s) or choice of foods that may be substituted.~~

For non-disabled students who need a nutritional equivalent milk substitute, only a signed request by a parent or guardian is required.

Lunches sold by the school may be purchased by students and staff members and community residents in accordance with the administrative guidelines established by the Superintendent.

The operation and supervision of the food-service program shall be the responsibility of the Food and Nutrition Director _____ and the Chief Financial Officer _____. Food services shall be operated on a self-supporting basis with revenue from students,

staff, Federal reimbursement, and surplus food. The Board shall assist the program by furnishing available space, initial major equipment, and utensils. Maintenance and replacement of equipment is the responsibility of the program.

A periodic review of the food-service accounts shall be made by the Chief Financial Officer. Any surplus funds from the National School Lunch Program shall be used to reduce the cost of the service to students or to purchase cafeteria equipment. Surplus funds from a-la-carte foods purchased using funds from the nonprofit food service account must accrue to the nonprofit food service account.

Bad debt incurred through the inability to collect lunch payment from students is not an allowable cost chargeable to any Federal program. Any related collection cost, including legal cost, arising from such bad debt after they have been determined to be uncollectable are also unallowable.

~~[] Bad debt is uncollectable/delinquent debt that has been determined to be uncollectable by the end of the school year in which the debt was incurred. If the uncollectable/delinquent debt cannot be recovered by the School Meals Program in the year when the debt was incurred, then this is classified as bad debt. Once classified as bad debt, non-Federal funding sources must reimburse the NSFSA for the total amount of the bad debt. The funds may come from the District general fund, State or local funding, school or community organizations such as the PTA, or any other non-Federal source. Once the uncollectable/delinquent debt charges are converted to bad debt, records relating to those charges must be maintained in accordance with the record retention requirements in 7 CFR 210.9(b) (17) and 7 CFR 210.15(b). [not currently using].~~

The Superintendent is authorized to develop and implement an administrative guideline regarding meal charge procedures. This guideline will provide consistent directions for students who are eligible for reduced price or paid meals but do not have funds in their account or in hand to cover the cost of their meal at the time of service.

This guideline shall be provided in writing to all households at the start of each school year and to households transferring to the school or School District during the school year.

With regard to the operation of the school food service program, the Superintendent shall require:

- A. the maintenance of sanitary, neat premises free from fire and health hazards;
- B. the preparation of food that complies with Federal food safety regulations;
- C. the planning and execution of menus in compliance with USDA requirements;
- D. the purchase of foods and supplies in accordance with State and Federal law, USDA regulations, and Board policy (See Policy 1130, Policy 3110, and Policy 4110);
- E. complying with food holds and recalls in accordance with USDA regulations;
- F. the accounting and disposition of food-service funds pursuant to Federal and State law and USDA regulations;
- G. the safekeeping and storage of food and food equipment pursuant to State and Federal law and USDA regulations;
- H. the regular maintenance and replacement of equipment;
- I. all District employees whose salaries are paid for with USDA funds or non-federal funds used to meet a match or cost share requirement must comply with the District's time and effort record-keeping policy (See Policy 6116).

The District shall serve only nutritious food as determined by the Food Service Department in compliance with the current USDA Nutrition Standards for the National School Lunch and School Breakfast Programs and the USDA Smart Snacks in School nutrition guidelines. Foods and beverages unassociated with the food-service program must comply with the current USDA Nutrition Standards for the National School Lunch and School Breakfast Programs and the USDA Smart Snacks in School nutrition guidelines, and may be vended in accordance with Board Policy 8540.

The Superintendent will require that the food service program serve foods in District schools that are wholesome and nutritious and reinforce the concepts taught in the classroom.

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Legal

Healthy, Hunger-Free Kids Act of 2010 and Richard B. Russell National School Lunch Act, 42 U.S.C. 1751 et seq.

Child Nutrition Act of 1966, 42 U.S.C. 1771 et seq.

M.C.L. 380.1272, 1272a, 1272d et seq.

7 C.F.R. Parts 15b, 127, 210, 215, 220, 225, 226, 240, 245, 3015

42 U.S.C. 1758, 1760

OMB Circular No. A-87 USDA Smart Snacks in School Food Guidelines (effective July 1, 2014)

SP 32-2015 Statements Supporting Accommodations for Children with Disabilities in the Child Nutrition Programs

AGREEMENT FOR CONSERVATION EASEMENT

(This instrument is exempt from County and State transfer taxes pursuant to MCL 207.505(a) and MCL 207.526(a), respectively)

This CONSERVATION EASEMENT is created on _____, 20 ____, by and between _____ (name) married/single individual[s] (*circle one*), or corporation, partnership, municipality, or limited liability company (*circle one*), whose address is _____ (Grantor) and the Michigan Department of Environment, Great Lakes, and Energy (EGLE), whose address is P.O. Box 30458, Lansing, Michigan 48909-7958 or Constitution Hall, 3rd Floor South, 525 West Allegan Street, Lansing, Michigan 48933 (Grantee);

The Grantor is the fee simple title holder of real property located in (*circle one*) the Township/City of _____, _____ County, and State of Michigan, legally described in Exhibit A.

EGLE is the agency charged with administering Part 303, Wetlands Protection, of the Natural Resources and Environmental Protection Act, 1994 PA 451, as amended (NREPA), and

Permittee _____ (*insert name and address of Permittee if other than Grantor*) has applied for a Permit (EGLE File No. _____), pursuant to Part 303, to authorize activities that will impact regulated wetland. EGLE evaluated the permit application and determined that a permit could be authorized for certain activities within regulated wetlands provided certain conditions are met, and

As a condition of the above-referenced permit, Grantor (*on behalf of Permittee, if applicable*) has agreed to grant EGLE a Conservation Easement that protects the wetland mitigation site and/or the remaining wetlands on the property and restricts further development to the area legally described in Exhibit B. The Conservation Easement (the Easement Premises) consists of approximately _____ acre(s). A survey map depicting the Easement Premises is attached as Exhibit C. EGLE shall record this Agreement with the county register of deeds.

ACCORDINGLY, Grantor hereby conveys unto the Grantee, forever and in perpetuity, this Conservation Easement as set forth in this Agreement pursuant to Subpart 11 of Part 21, Conservation and Historic Preservation Easement, of the NREPA, MCL 324.2140 et seq., on the terms and conditions stated below.

COVENANTS, TERMS, CONDITIONS AND RESTRICTIONS

1. The purpose of this Agreement is to protect the functions and values of existing or established wetlands and its natural resource values on the Easement Premises, consistent with the Permit, and the protection of the benefits to the public derived from wetlands and integral habitat, by requiring Grantor to maintain the Easement Premises in its natural and undeveloped condition.

2. Except as authorized under EGLE Permit Number-----P, issued on ____ / ____ /20____ or as otherwise provided in this Agreement, Grantor shall refrain from, and prevent any other person from, altering or developing the Easement Premises in any way. This includes, but is not limited to:
 - a) Alteration of the surface topography;
 - b) Creation of paths, trails, or roads;
 - c) The placement of fill material as defined in Part 303 of the NREPA, MCL 324.30301 et seq., as amended;
 - d) Dredging, removal or excavation of any soil or minerals;
 - e) Drainage of surface or groundwater;
 - f) Construction or placement of any structure;
 - g) Plowing, tilling, mowing or cultivating the soils or vegetation;
 - h) Alteration or removal of vegetation, including the planting of non-native species;
 - i) Ranching, grazing, farming;
 - j) Use of chemical herbicides, pesticides, fungicides, fertilizers, spraying with biocides, larvicides or any other agent or chemical treatments, unless as part of an EGLE-approved Management Plan;
 - k) Construction of unauthorized utility or petroleum lines;
 - l) Storage or disposal of ash, garbage, trash, debris, abandoned equipment or accumulation of machinery, bio-solids or other waste materials, including accumulated vegetative debris, such as grass clippings, leaves, yard waste or other material collected and deposited from areas outside the Easement Premises;
 - m) Use or storage of automobiles, trucks or off-road vehicles including, but not limited to, snowmobiles, dune buggies, all-terrain vehicles, and motorcycles;
 - n) Placement of billboards or signs, except as otherwise allowed in the Permit or this Agreement;
 - o) Use of the wetland for the dumping of untreated storm water or the directing of treated storm water to the easement premises at a volume that adversely impacts the hydrology of the wetland;
 - p) Actions or uses detrimental or adverse to water conservation and purity, and fish, wildlife or habitat preservation.
3. Cutting down, burning, destroying, or otherwise altering or removing trees, tree limbs, shrubs or other vegetation, whether living or dead, is prohibited within the Easement Premises, except with the written permission of Grantee, expressly for the removal of trees or limbs to eliminate danger to health and safety, to reduce a threat of infestation posed by diseased vegetation, invasive non-native plant species that endanger the health of native species or as otherwise provided in the EGLE-approved Management Plan for the Easement Premises.
4. Grantor is not required to restore the Easement Premises due to alterations resulting from causes beyond the owner's control, including, but not limited to, unauthorized actions by third parties that were not reasonably foreseeable; natural causes or natural disasters, such as unintentional fires, floods, storms, or natural earth movement.
5. Grantor, Permittee or its authorized agents or representatives may enter the Easement Premises to perform activities within the Easement Premises consistent with the Permit or the mitigation requirements. Grantor or Permittee shall provide 5 days notice to the Grantee of undertaking any mitigation activity, even if the mitigation project has been conceptually approved. Any activities undertaken pursuant to the Permit, a mitigation project or this Agreement, shall be performed in a manner to minimize the adverse impacts to existing wetland or mitigation areas.
6. Grantor covenants that Grantor has good and sufficient title to the Easement Premises described in Exhibit B.
7. Grantor covenants that any other existing interests or encumbrances in the Easement Premises have been disclosed to EGLE.
8. Grantor covenants that to the best of Grantor's knowledge no hazardous substances or hazardous or toxic wastes have been generated, treated, stored, used, disposed of or deposited in or on the property.

9. This Agreement does not grant or convey to Grantee or members of the general public any right to possession or use of the Easement Premises.
10. Grantor shall continue to be responsible for the upkeep and maintenance of the Easement Premises to the extent it may be required by law.
11. Grantee and its authorized employees and agents, as shown in Exhibit D, may enter the Easement Premises at reasonable times to determine whether the Easement Premises are being maintained in compliance with the terms of this Agreement, mitigation, or other conditions of the Permit; and for purposes of taking corrective actions for failure to comply. If Grantee is entering the Easement Premises for purpose of taking corrective actions, Grantor shall be provided with 14 days notice to provide the opportunity to cure the failure to comply.
12. This Agreement shall be binding upon the successors and assigns of the parties and shall run with the land in perpetuity, unless modified or terminated by written agreement of the parties.
13. This Agreement may be modified only in writing through amendment of the Agreement. Any modification shall be consistent with the purpose and intent of the Agreement.
14. In addition to the right of the parties to enforce this Agreement, it is also enforceable by others against the owner of the land, in accordance with Part 21, Subpart 11 of the NREPA, MCL 324.2140 *et seq*, as amended.
15. Grantor shall indicate the existence of this Agreement on all future deeds, mortgages, land contracts, plats, and any other legal instrument used to convey an interest in the Easement Premises.
16. A delay in enforcement shall not be construed as a waiver of the Grantee's rights to enforce the conditions of this Agreement.
17. This Agreement shall be liberally construed in favor of maintaining the purpose of the Conservation Easement.
18. If any portion of this Agreement is determined to be invalid by a court of law, the remaining provisions will remain in force.
19. This Agreement will be construed in accordance with Michigan law. All legal action related to this conservation easement must be filed and pursued in Michigan state courts.
20. In addition to the terms of the Permit issued by Grantee, this document sets forth the entire agreement of the parties. It is intended to supersede all prior discussions or understandings.
21. Within 90 days after this Agreement is executed, Grantor shall place and maintain, at Grantor's expense, signs, fences, or other suitable markings along the Easement Premises to clearly demarcate the boundary of the Easement Premises, or as otherwise provided in the Permit.
22. The terms 'Grantor' and 'Grantee' wherever used in this Agreement, and any pronouns used in place thereof, shall include, respectively, the above-named Grantor and their personal representatives, heirs, successors, and assigns, and the above-named Grantee and their successors and assigns.

LIST OF ATTACHED EXHIBITS

- Exhibit A:** A legal description of the Grantor's property, inclusive of the Easement Premises.
- Exhibit B:** A legal description of the Easement Premises.
- Exhibit C:** A survey map depicting the Easement Premises that also includes identifiable landmarks, such as nearby roads, to clearly identify the easement site.
- Exhibit D:** A legal description that provides a path of legal access to the Easement Premises and a map that indicates this access site that EGLE staff will use for ingress and egress to and from the Easement Premises or, if the Easement is directly connected to a publicly accessible point, such as a public road, a statement is required that authorizes EGLE staff ingress and egress to and from the Easement Premises with a map that clearly indicates the connection of the public access site to the Easement Premises.
- Exhibit E:** *If applicable*, a stewardship and/ or long-term management plan that includes baseline documentation and any vegetation and/or site management plans.

CONSERVATION EASEMENT CHECK LIST

I. RECORDING FORMAT REQUIREMENTS

- A. The top margin on the first page needs to be at least 2.5 inches. All other margins including exhibits need to be at least 0.5 inch.
- B. All pages must be between 8.5 x 11 inches or 8.5 x 14 inches and on paper at least as heavy as regular copy paper (20 lb).
- C. All text, including the legal descriptions in any attachment, must be at least 10-point font and must be legibly printed in black ink on white paper. It is okay to use blue ink for the signatures.

II. OPENING GRANTING CLAUSE OF THE EASEMENT

- A. The date the easement is first created should match the date the easement is first signed and notarized.
- B. Grantor's full mailing address must be included after Grantor's name.
- C. If Grantor is an organization: Grantor must designate if Grantor is a corporation, partnership, municipality, or limited liability company with the state name (i.e., a Michigan corporation). The Corporate Identification Number should be cited on the document. If the Grantor is a limited liability company, documentation of the member or manager's authority to convey the conservation easement must be provided.
- D. If Grantor is an individual(s):
 1. All single male Grantors executing the easement must state their marital status as 'single' and acknowledge the statement of their marital status in the opening paragraph and in the notary's acknowledgement.
 2. Married Grantors must have both husband and wife sign the document and acknowledge their marital status in the opening paragraph and in the notary's acknowledgment.
 3. If Grantor requires power of attorney, documentation of power of attorney must be provided.
 4. If Grantor executes the document as Trustee of a Trust. Documentation must be provided that the person conveying the easement as a Trustee has the authority to convey land on behalf of the Trust.
- E. Document should cite Michigan Department of Environment, Great Lakes, and Energy (EGLE) as the Grantee.

III. SIGNATURE BLOCK

- A. Grantor Signature(s) must be original.
- B. Grantor must be the property owner of the land to be placed under easement.
- C. Grantor's name(s) must be typed or printed beneath their signatures including middle initials if applicable.
- D. Title must be stated below signature if Grantor is signing on behalf of an organization.
- E. Grantor's name and title must be stated exactly the same in the opening granting clause paragraph, signature block, and in the notary's acknowledgment (check middle initials).
- F. If signing as an organization, Grantor must provide documentation that the conveyance has been signed by someone with the authority to convey the property on behalf of the organization.
- G. If an organization is a member of another organization, the relationship in the opening granting clause, the signature block and the notary acknowledgment should cite the relationship. For example, Grantor is the John Doe Company, the single member of the Jane Doe Limited Liability Company, etc.

IV. NOTARY ACKNOWLEDGMENT

- A. Grantor's signature must be notarized. Notary signature must be an original.
- B. Notary must state the county where the notary commission is held, in addition to stating the county where the notary was 'Acting' in acknowledging the document.
- C. The name of the Notary Public whose signature appears on the document must be legibly printed, typewritten or stamped upon the instrument immediately beneath the signature of that Notary Public.

V. OTHER

- A. The name of the person who drafted the easement and the business address and title of such person must be stated in the document.
- B. Documentation of ownership (warranty deed) must be provided. It will not be recorded with the easement.
- C. Any other easements, rights-of-ways, restrictions, leases, or any other encumbrances that impact the easement area, must be declared and/or a title search provided.

VI. EXHIBITS

- A. Exhibit A: Legal description of the Grantor's entire property or a reference to the Liber and Page number of the recorded plat. Parcel identification number(s) should be cited.
- B. Exhibit B: Legal description of the Easement Premises only.
 - Legal description must state the acreage of the easement area(s).
 - Legal description 'Point of Beginning' should commence from a recognized survey point such as a section corner and describe the easement in metes & bounds, rectangular survey, or lot and block. All call points should also include the Latitude, Longitude for each survey point.
 - Example: PT (1) -84.60908, 44.04563 a distance of 40 feet to PT (2) -84.61100, 44.10100.
 - For reference purposes, please include a table listing metes and bounds, latitude and longitude points, that is numbered accordingly.
- C. Exhibit C: A survey map depicting the Easement Premises. Include in the survey map, recognizable landmarks such as nearby roads, existing structures, or other identifying features that will clearly depict the Easement Premises within the parcel boundary. If the survey of the Easement Premises uses metes and bounds, please include the latitude and longitude points too.
- D. Exhibit D: A legal description and map that provides a path of legal access for ingress and egress to and from the Easement Premises from a publicly accessible area such as a public road for EGLE staff to use to access the site. If there is more than one easement area, please make sure the access pathway provides access to each area. If the easement is directly connected to a publicly accessible point, such as a public road, you may provide a statement that authorizes EGLE staff access to the easement from the identified road. A map must be provided as part of Exhibit C or D to show the direct connection of the public road to the Easement Premises.

VII. FEES

- A. Proper fee is enclosed. A check or money order should be made out to the appropriate county register of deeds (county where the easement is located) and submitted with the easement to EGLE.
- B. Effective OCTOBER 1, 2016 all documents will cost \$30.00 to record regardless of the number of pages with the exception of Wayne County, where the cost is \$15 for the first page, \$3 for each additional page until further notice.

Dexter Community Schools
Board of Education
Executive Summary and Recommendation

Purpose: The Interior Design course is proposed as an addition to the current Mill Creek elective options. This course provides students with an opportunity for skill application beyond the core curriculum and more choice with electives. Mill Creek currently offers Design Drafting, which focuses on architectural drafting, whereas the Interior Design course focuses more on design elements.

Explanation: This course will allow students to learn about design elements common in interior design. In supporting our school's vision, "Champion Learning: Develop, Educate, and Inspire" adding this elective would also inspire students to explore multiple design opportunities. Students will have the opportunity to develop "soft skills" such as how to communicate with clients, work within a budget, and present their ideas in front of others to help foster public speaking skills. This course will foster collaboration, creativity, communication and development of problem-solving and special-relations skills. Interior Design will be a course that students can take as an elective during a 9-week period in their 7th or 8th grade year.

Recommendation:

Mill Creek staff and the Curriculum team are recommending the addition of the Interior Design course as an elective course for the 2020/21 school year.

DEXTER COMMUNITY SCHOOLS
Application to request the adoption of a new course and/or resources

Date of application: 1/9/2020

Course Title: Interior Design

Department: Electives

Duration: 1 Quarter (9-week period)

Prerequisite(s): None

Applicant(s): Jill Jastren

Building Involved: Mill Creek Middle School

Targeted population: Any interested 7th and 8th grade students

Targeted year for implementation: 2020-2021

Describe your course request:

Interior Design will be a course that students can take as an elective during a 9-week period sometime in their 7th or 8th grade year. This course will allow students to learn about design elements common in interior design. Students will also have the ability to practice designing spaces for “clients,” work with a budget, and present their ideas and designs, utilizing public speaking skills.

Rationale: Why is/are a new course or new resources necessary?

This new course can be a new addition to our current elective options. It gives students more variety of choice. Currently, in our course options, we offer Design Drafting that focuses on architectural drafting. This course would focus more on design elements.

Connection to specific goals within the strategic framework/What are the “big ideas” or “core concepts” that will be covered in the course/resources?

Our school’s vision is, “Champion Learning: Develop, Educate, and Inspire!” Adding this elective would give the students the opportunity to develop “soft skills” such as how to work with a client and meet their varying needs, how to work with a budget in order to create something, and how to present their ideas in front of others to help foster public speaking skills. Adding this elective would also inspire students. It gives them a wider range of concepts to be exposed to, that isn’t met in the core curriculum. Giving students a wider variety of course options also gives students a sense of belonging.

Connection to District Improvement Plan or School Improvement Plan(s):

Some of the concepts covered in this class address social emotional well-being and will lend well to highlighting how to create spaces that best lead to physical and mental health, success, and healthy relationships.

Adding this course will also “encourage and develop each student’s individual abilities, skills, and character to shape tomorrow’s world through positive relationships, best practices, and a shared sense of purpose.” It addresses interests that students may have, but are unable to harness during the core classes, encouraging each students’ individual abilities and skills.

Students will have the ability to work together during this class to create positive relationships and a shared sense of purpose.

Adding this course will help Mill Creek “Redesign educational programming to focus on developing students’ capacity to think creatively, solve problems, analyze, synthesize, and navigate information.” Students will need to think creatively, solve problems, analyze, synthesize, and navigate information. This elective will help foster skills needed in the future such as creativity, originality, critical thinking and analysis, reasoning, problem solving and ideation.

How will technology be integrated into the course/resources?

Students will utilize online resources to help them learn, create, and inspire their design elements. For example, students will access *ColorSmart* by Behr to choose paint colors. This app allows users to explore color swatches and preview paints and color combinations in sample room images.

Students will also have the ability to create floor plans and decorate rooms on the *RoomSketcher* Application. This allows students to create 5 free projects within their 9-week class period.

Artfully Walls allows students to select artwork and manipulate the layout. This allows students to visually see how their designs will look.

Glogster is an online tool that allows students to create multimedia posters to visually display work. If possible, this resource will be utilized to enhance presentations.

Designs will have the opportunity to be created both utilizing technologies, but also through hands on, project-based experiences.

How do the resources support various learning styles, multiple intelligences of the students, and differentiated instruction?

The class will be organized by first introducing the concepts of different design elements. Material introduced to students will be delivered by direct instruction and supplemental resources such as readings, videos, and simulators. This will help meet the various learning styles and multiple intelligences.

Then, students will be asked to create designs for a variety of clients. Clients will serve as the projects for the class. Students will be self-paced throughout their projects to help differentiate instruction.

Projects will be centered around clients to create personalized learning opportunities for students. Projects will also meet Project Based Learning ideas. For example, students will have the ability to redesign a room in their house. Students will also have the ability to redesign a classroom to increase functionality and design. These experiences are purposeful and connected to the students to allow for more meaningful work.

By the end of the course, students will be able to:

- Interview a client to learn interests
- Stay within a budget to create a design
- Utilize public speaking skills to present design ideas

- Think critically when budget constraints arise to meet design ideas
- Identify and apply design ideas
- Create floor plans

How does the material support cultural diversity and gender equity?

Any students interested in design are welcome to select this as one of their electives. This course will highlight ideals from various cultures, such as Feng Shui, which originated in China. The course will also highlight some well noted designers with a variety of cultural diversity and gender equity such as Jean-Michel Frank (M-France), Dorothy Draper (F-USA), and Sig Bergamin (M-South America).

How will career or “real world” experiences be integrated into the course and resources?

Projects for this course will be centered around Project-Based learning ideas. This will help encourage real world experiences for students. Students will also be given a client that outlines interests and budget. Students will need to meet the needs of the client while staying within budget to create and design their space. Students will utilize math concepts along with social dynamics when working on projects. They will also have to present their ideas in front of a group, utilizing public speaking skills.

How does the material encourage critical thinking and problem solving?

Class material will encourage critical thinking and problem solving by utilizing Project-Based learning methods. For example, students will be asked to redesign a classroom within the building to help foster learning and optimize space. Students will need to think critically in order to design a space that meets requirements needed. Students will also experience this by staying within a client’s budget. Roadblocks may be presented to students’ mid-project to help them identify ways to get their design but still stay within a budget.

What summative and formative assessments will be used to measure student achievement?

Formative assessments will be teacher check ins while students are working on the projects. Formative assessments will be quick check for understanding questions after concepts are introduced in the class. Summative assessments will require students to incorporate the concepts learned in class into their projects to showcase understanding. All summative work will be from projects.

What teacher aids are provided?

There are numerous websites that provide teachers with materials for this course. Below are some sites that teachers could find more information on design topics:

<http://justfacts.com/lesson-ideas/interior-design/>

<https://www.uen.org/core/displayLessonPlans.do?courseNumber=200110&standardId=5840&objectiveId=5841>

Describe what other alternatives were considered and why were they are not being

proposed: N/A

Projected costs (explain each as needed, some items may not be applicable):

| | |
|---------------------------------------|--------------|
| Additional personnel: | \$0 |
| Textbooks, materials, technology: | |
| Drawing Markers | |
| Drafting templates | |
| Textile Samples | |
| | \$200 |
| Professional Development: | \$0 |
| Release time: | \$0 |
| Teacher stipends: | \$0 |
| Speaker/Consultant stipends: | \$0 |
| Registration fees: | \$0 |
| Travel expenses: | \$0 |
| Summer work: | \$0 |
| Other expenses (please explain below) | \$0 |
| GRAND TOTAL: | \$200 |

Instructional Resource Review Process

Date of department/committee review/discussion:

Location of meeting:

Number of attendees:

Record of the meeting including comments & recommendations:

Date of admin review/discussion: January 14, 2020

Location of meeting: DHS IST Office

Number of attendees: 16

Record of the meeting including comments & recommendations: Admin supportive of elective.
No concerns.

Date of adjacent building review/discussion: January 14, 2020

Location of meeting: Mill Creek

Number of attendees: 18

Record of the meeting including comments & recommendations: Teacher Supportive of elective.
No concerns.

Date of community review/discussion: January 23, 2020

Location of meeting: Mill Creek

Number of attendees: 5 in attendance, five additional provided email feedback

Record of the meeting including comments & recommendations: Parents were supportive of the course offering and had no concerns. They appreciated the real-world examples and creativity

opportunities it would offer. A couple of them commented that they would enjoy taking this class too ;)

Date of Board of Education review/discussion:

Record of the meeting including comments & recommendations:

Date of Board of Education action:

Action taken:

Interior Design Date: January 23, 2020

Location: Mill Creek Conference Room

Presentation - Teacher Jill Jastren shares out powerpoint about course

- Targeted Skill Sets
- Authentic projects
- Public Speaking Skills

Parent Feedback During Meeting

- Love the idea
- Last chance to explore career choice and passion
- Like technology use in design and not project board as we used in school
- Like interviewing and public speaking aspect in course, kids skills are lacking in this area
- Look into Minecraft game as design
- Liked real life example would it be possible to a finale
- One thing in their bedroom they could change to make it more functional, real life outcome.
- Lost cost budget
- Parent, who is an architect, offered to help on developing a vision into design. Shared out design process.
- Discussion about how deep a subject design is compared like classical music. End of day all communication. Touching on appreciation of what goes into it. Profession is so big the people who do the main design. Level of creativity shared out some real world examples.

Shared Feedback Via Email:

- “I have reviewed the curriculum and have no concerns and I am very excited to see classes like this offered. I wish the high school would adopt ideas like this, but super excited that I still have 2 kids to come through Mill Creek.”
- “Sadly, I can’t participate in this, but this class would be amazing. My daughter would love it and so would many other kids. Just wanted to share my 2cents.”
- “I can't attend this, but I love the idea. I think kids would love an interior design class. “
- “Can I take it?” (Two parents emailed this response)

