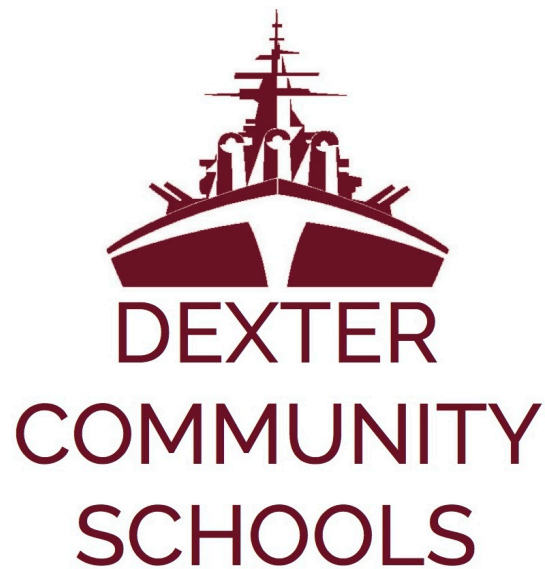


BOARD MEETING
PACKET
FEBRUARY 24, 2020



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

- A. ROLL CALL
- B. MEETING MINUTES (2/10/2020)
- C. APPROVAL OF AGENDA
- D. SCHOOL PRESENTATIONS – none planned
- E. SUPERINTENDENT UPDATE
 - 1. District Offices Move
 - 2. KG Roundup
 - 3. Schools of Choice Window
 - 4. CAM Award
 - 5. Meetings Moving to Bates
- F. STUDENT REPRESENTATIVES UPDATE
- 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. Personnel – Request for Leave
 - 2. Budget Reports
- I. ACTION ITEMS
 - 1. Policies – Second Reading
 - 2. Mill Creek Interior Design Course Proposal
- J. DISCUSSION ITEMS
 - 1. Board Vacancy - Candidate Interviews
 - 2. Board Member Improvement Plan
- K. BOND UPDATE
- L. PUBLIC PARTICIPATION *See Policy 0167.3*
(up to 15 minutes/ max 3 per person)
- M. BOARD COMMENTS
- N. INFORMATION ITEMS
 - 1. Nice Job Notes – January
- O. CLOSED SESSION – none

CALENDAR

- *Tuesday, February 25 – 5:00pm-9:00pm
Board Interviews – Bates Boardroom
- *Wednesday, February 26 – 4:00pm-6:30pm
Board Interviews – Bates Boardroom
- *Wednesday, February 26 – Tues. March 10
Fall 2020 Schools of Choice
Application Window
- *Thursday, February 27 – 6:00pm
Reproductive Health Curriculum
Community Meeting –
Creekside Innovation Room (311)
- *Monday, March 9 – 6:00pm
Community Chat – Bates Boardroom
- *Monday, March 9 – 7:00pm
Board Meeting – Bates Boardroom
- *Monday, March 23 – 7:00pm
Board Meeting – Bates Boardroom

BOARD NOTES
FEBRUARY 24, 2020

A. ROLL CALL

B. MEETING MINUTES

* An appropriate motion might be, "I move that the Board of Education approve the meeting minutes from 2-10-2020 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 – none

E. SUPERINTENDENT UPDATE

1. District Offices Move
2. KG/Y5 Roundup – Info Night 2/25; Roundup 3/25 & 26
3. Schools of Choice Window – Feb 26-March 10
4. CAM Award
5. Board Meetings Moving to Bates in March

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 – Requests for Leave. Your packet contains a request for leave of absence for the 2020-21 school year from teacher Leanne Engle.

* An appropriate motion might be, "I move that the Board of Education approve/deny Leanne Engle's leave of absence for the 2020-2021 school year."

2. Budget Reports. Your packet contains financial reports for December 2019 and January 2020.

* An appropriate motion might be, "I move that the Board of Education receive the December 2019 and January 2020 budget reports."

BOARD NOTES
FEBRUARY 24, 2020

I. ACTION ITEMS

1. Policies – Second Reading. Your packet contains 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. These were reviewed and approved for first reading at the February 10 meeting and are presented for second reading and final approval this evening.

* 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 second reading and final approval as presented/amended.”

2. Mill Creek Interior Design Course Proposal. Your packet includes a course proposal from Mill Creek for a new Interior Design elective. This item was discussed at the February 10, 2020 meeting and is now presented for action.

* An appropriate motion might be, “I move that the Board of Education approve the Interior Design elective at Mill Creek for fall 2020.”

J. DISCUSSION ITEMS

1. Board Vacancy - Candidate Interviews. Eighteen community members have applied for the board vacancy and will be interviewed on February 25th and 26th, with a decision being made February 26th. It is appropriate for the Board to review the interview process ahead of time in order to proceed efficiently.
2. Board Member Improvement Plan. In response to repeated violations of board bylaws, policies and norms, Trustee Barbara Read was not placed on any committees for the 2019-2020 school year, and the Board of Education voted on September 16, 2019 to no longer financially support her representing the DCS Board and attending MASB events until further notice. Ms. Read has requested “a specific list of what needs to be done to end the restrictions and return to full fellowship with the board.” This evening’s packet includes a draft of expectations to restore all privileges. The list was compiled from topics at previous board meetings, board workshops, and the 10-14-2019 DAA grievance hearing. This item is presented for discussion.

K. BOND UPDATE

L. PUBLIC PARTICIPATION

M. BOARD COMMENTS

N. INFORMATION ITEMS

1. Nice Job Notes – January

O. CLOSED SESSION – none planned

**DEXTER COMMUNITY SCHOOLS BOARD OF EDUCATION
MEETING MINUTES – FEBRUARY 10, 2020
Creekside Media Center**

The meeting was called to order at approximately 7:00pm by Vice President Julie Schumaker.

A. ROLL CALL

Members Present: Ron Darr, Mara Greatorex, Daryl Kipke (~7:02), Dick Lundy, Barbara Read, Julie Schumaker Student Representative Annalisa Shehab

Members Absent: Student Representative Chad Robards

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

DEA: Jessica Baese, Crystal Zurek, Jill Jastren

DESPA: D'Ann Dunn

Guests: Jami Bronson, Craig McCalla, Anne Nakon, Brett Pedersen, David Teddy, David Sinopoli, Autumn Campbell, Kim Kirkey, Brad Judge, Lisa Judge, Sarah Tchoryk, Tom Moir, Leeta von Buelow, Dave and Janet Lawrence, Brian Arnold, Carmen Crawford, Jason Gold, Paul Maxwell, Jim Berlucchi, Melanie Dever, Natalie Park, Brittany Batell, Lauren Boydston, Lauren Straub, Amy Grant, Sarah Hunt

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

Mara Greatorex made a motion nominating Julie Schumaker as Board of Education President. Daryl Kipke seconded the motion. **Motion Carried (unanimous).**

Dick Lundy made a motion nominating Ron Darr as Board of Education Vice President. Mara Greatorex seconded the motion. **Motion Carried (unanimous).**

B. MEETING MINUTES

Ron Darr made a motion to approve the regular meeting minutes from January 13, 2020 as presented. Dick Lundy seconded the motion. **Motion Carried (unanimous).**

C. APPROVAL OF AGENDA

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

D. SCHOOL PRESENTATIONS

Reproductive Health Curriculum Presentation.

1. Board President Julie Schumaker opened the first public hearing regarding the reproductive health curriculum update.
2. Director of Community Education David Teddy and Reproductive Health teacher Crystal Zurek presented the curriculum proposal prepared by the Reproductive Health Advisory Committee (RHAC) that was introduced at the January 13, 2020 meeting.
3. Members of the public had the opportunity to comment. The following people made statements:
 - a. Autumn Campbell
 - b. Melanie Dever
 - c. Brittany Batell

DEXTER COMMUNITY SCHOOLS BOARD OF EDUCATION
MEETING MINUTES – FEBRUARY 10, 2020
Creekside Media Center

- d. Tom Moir
 - e. Dave Lawrence
 - f. Janet Lawrence
 - g. Jim Berlucchi
 - h. Leeta von Beulow
 - i. Jami Bronson
 - j. Cheryl Darnton
 - k. Carmen Crawford
4. David Teddy clarified the following points:
- a. Reproductive health curriculum is not intended to replace parental guidance, but to address information gaps.
 - b. Abstinence, abuse, and consent are topics included in the current and updated curriculum.
 - c. LGBTQ and inclusion topics are not the focus of the updated curriculum. They represent seven out of forty-nine lessons.
 - d. Bullying is addressed across Dexter Schools curriculum. This curriculum addresses bullying of a student demographic that we currently do not discuss.

E. SUPERINTENDENT UPDATE

- 1. The move of administrative offices from Copeland to Bates has begun. Human Resources, Food and Nutrition, and the Superintendent's Office will be the first to move.
- 2. Parents interested in reviewing the proposed curriculum lessons can do so by sending us a message through Let's Talk so we can provide them with the access code. Access has to be limited so that parents can consent to student viewing of the proposed curriculum.

F. STUDENT REPRESENTATIVE REPORT

- 1. Anna Shehab updated the Board on a variety of school activities.

G. PUBLIC PARTICIPATION

- 1. Melissa Gerharter commented.
- 2. Gurjit Sandhu commented.

H. CONSENT ITEMS

- 1. Dick Lundy made a motion that the Board approve the consent items in bulk. Mara Greatorex seconded the motion. **Motion Carried (unanimous).**
 - a. The Board acknowledged Victoria Smith's resignation.
 - b. The Board offered probationary teaching contracts for the remainder of the 2019-2020 school year to Kara Constable, Amy Yu, and Emily Logan.
 - c. The Board approved Kate Boynton's request for leave of absence for the remainder of the 2019-2020 school year.

I. ACTION ITEMS

- 1. Disband Athletics Ad Hoc Committee. Dick Lundy made a motion that the Board of Education disband the Athletics Ad Hoc Committee. Daryl Kipke seconded the motion. **Motion Carried (unanimous).**

DEXTER COMMUNITY SCHOOLS BOARD OF EDUCATION
MEETING MINUTES – FEBRUARY 10, 2020
Creekside Media Center

2. Policies – Second Reading. Dick Lundy made a motion that the Board of Education approve 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. Daryl Kipke seconded the motion. **Motion Carried (unanimous).**
3. Policies – First Reading. Dick Lundy made a motion 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. Daryl Kipke seconded the motion. **Motion Carried (unanimous).**
4. Conservation Easement – Twin Turfs. Dick Lundy made a motion that the Board of Education authorize the Superintendent to sign the attached conservation easement for the Twin Turfs wetland mitigation. Mara Greatorex seconded the motion. **Motion Carried (unanimous).**

J. DISCUSSION ITEMS

1. Board Vacancy. A Q&A with three board members has been scheduled for at 6pm on February 12th at the Creekside Media Center to ensure all interested candidates can have access to ask questions. Mara, Ron, and Julie are planning to participate. There was discussion as to whether this forum would need to meet Open Meeting Act requirements (it does) and if OMA requirements would allow more than three board members to be on the panel (this question was referred to District lawyers).
2. Reproductive Health Proposed Curriculum. Board members had the opportunity to ask questions and make comments. It was clarified that this curriculum is proposed for adoption for Fall 2020. On February 27th at 6pm, the District will hold a community meeting regarding the proposed curriculum at Creekside Room 311 (the Innovation Room). A second public hearing will be scheduled in March of April.
3. Mill Creek Interior Design Course Proposal. Teacher Jill Jastren presented a proposal for an Interior Design elective. This item will return for discussion and a vote at the February 24th meeting.
4. Legislative Relations Network Update. LRN Representative Julie Schumaker shared with the Board her notes from the January 27th quarterly meeting. This group provides opportunities for school board members and school administrators to meet with Washtenaw County legislators to discuss pending and upcoming legislation as well as the state budget.

K. BOND UPDATE

1. The Superintendent noted the various projects still be finished from phase one: Bates finishing touches, Jenkins doors, carpeting, lockers at DHS, furniture orders, and flex spaces at Wylie, Mill Creek and the new training room/Board space at Bates. A painting RFP will be going out soon.

L. PUBLIC PARTICIPATION – none

**DEXTER COMMUNITY SCHOOLS BOARD OF EDUCATION
MEETING MINUTES – FEBRUARY 10, 2020
Creekside Media Center**

M. BOARD COMMENTS

1. Community Chat Update. [This item was overlooked at the meeting. Several people attended. Mara Greatorex, Julie Schumaker, and Barbara Read were present.]
2. Mara Greatorex. Mara commented on the importance of getting the point of view of people affected by racial bullying.
3. Dick Lundy. Dick noted that the District has always had a high priority of being inclusive.
4. Barbara Read. Barbara noted that different people have different skills to be part of problem-solving community challenges; she noted she attended the start of school waiver hearing and shared various pros and cons; she asked if and when the committee assignments might be revisited.
5. Anna Shehab. Student Representative Anna Shehab shared that she supports the proposed RH curriculum and noted that students with personalized curriculum can have a hard time fitting in health class.
6. Julie Schumaker. Julie congratulated field hockey coach Trish Machemer for being named MAX Field Hockey's Michigan Coach of the Year; Julie noted she attended Fiddler on the Roof and thought it was awesome; Julie thanked everyone for the School Board Recognition Month gifts and signs.

At approximately 9:05pm, President Julie Schumaker adjourned the meeting.

MINUTES/hlv

Mara Greatorex
Secretary
Board of Education



Fwd: Leave of Absence Request

1 message

From: Leanne Engle <englel@dexterschools.org>
Date: February 17, 2020 at 2:25:50 PM EST
To: Board of Education <boe@dexterschools.org>
Cc: Chris Timmis <timmisc@dexterschools.org>, Jami Bronson <bronsonj@dexterschools.org>, Barb Santo <santob@dexterschools.org>
Subject: Leave of Absence Request

February 17, 2020

Dear Dexter Community Schools Board of Education,

It is with mixed emotion that I respectfully request a one year leave of absence for the upcoming 2020/2021 school year. My husband will begin working up north soon, which may or may not be permanent. Sadly, since it is a little over 3 hours away, the option to commute is not a possibility.

His relocation is on a trial basis, and we have not yet sold our home, so there is a chance that we may move back. I would like the opportunity to return to Dexter Community Schools if that is the case. I have very much enjoyed working in this exceptional district, with the outstanding teachers and administration at Mill Creek Middle School, and with all the wonderful students as well.

I appreciate, in advance, your consideration of my request.

Respectfully,

Leanne Engle
Careers and Technology Teacher
Mill Creek Middle School

Cc: Superintendent Chris Timmis
Principal Jami Bronson
Barb Santo

Board Monthly Financial Report

Fiscal Year to Date 12/31/19



Sub Function Code	Fund(COA)	11 - General Fund	Amended Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	% Rec'd/Spent	Prior Year FYTD
Account Type	Revenue	Revenue							
Function Code	R100 - Local Sources - 100	R100 - Local Sources - 100							
Function Code	R100 - Local Sources - 100 Totals	5,936,576.00	139,789.52	411,585.51	.00	5,524,990.49	7 %	220,749.94	
Function Code	R200 - Non-Education Sources - 200	\$5,936,576.00	\$139,789.52	\$411,585.51	\$0.00	\$5,524,990.49		\$220,749.94	
Function Code	R200 - Non-Education Sources - 200 Totals	.00	.00	.00	.00	.00	+++	.00	
Function Code	R200 - Non-Education Sources - 200 Totals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	+++	\$0.00	
Function Code	R300 - State Sources - 300	30,839,421.00	2,776,367.19	8,464,226.07	.00	22,375,194.93	27 %	8,241,673.09	
Function Code	R300 - State Sources - 300 Totals	\$30,839,421.00	\$2,776,367.19	\$8,464,226.07	\$0.00	\$22,375,194.93		\$8,241,673.09	
Function Code	R400 - Federal Sources - 400	1,610,654.00	66,174.39	66,174.39	.00	1,544,479.61	4 %	.00	
Function Code	R400 - Federal Sources - 400 Totals	\$1,610,654.00	\$66,174.39	\$66,174.39	\$0.00	\$1,544,479.61		\$0.00	
Function Code	R500 - ISD / Other Sources - 500	5,421,519.00	202,110.48	1,019,544.86	.00	4,401,974.14	19 %	1,925,210.07	
Function Code	R500 - ISD / Other Sources - 500 Totals	\$5,421,519.00	\$202,110.48	\$1,019,544.86	\$0.00	\$4,401,974.14		\$1,925,210.07	
Function Code	R600 - In from other Funds - 600	275,628.00	.00	101,094.91	.00	174,533.09	37 %	80,652.02	
Function Code	R600 - In from other Funds - 600 Totals	\$275,628.00	\$0.00	\$101,094.91	\$0.00	\$174,533.09	37 %	\$80,652.02	
Account Type	Expense	\$44,083,798.00	\$3,184,441.58	\$10,062,625.74	\$0.00	\$34,021,172.26	23 %	\$10,468,285.12	
Function Code	100 - Instruction	21,735,535.00	1,664,657.06	8,186,564.03	14,132.43	13,534,838.54	38 %	7,772,059.53	
Function Code	110 - Basic Functions - 110	5,138,856.00	392,894.66	1,835,132.12	.00	3,303,723.88	36 %	1,581,242.33	
Function Code	120 - Added Needs - 120	.00	.00	.00	.00	.00	+++	.00	
Function Code	130 - Adult/Continuing Education - 130	\$26,874,391.00	\$2,057,551.72	\$10,021,696.15	\$14,132.43	\$16,838,562.42	37 %	\$9,353,301.86	
Function Code	200 - Supporting Services	4,290,644.00	356,575.61	1,666,319.13	121,837.80	2,502,487.07	39 %	1,564,108.24	
Function Code	210 - Support Services-Pupil - 210	2,478,558.00	175,580.81	1,209,225.10	10,648.65	1,258,684.25	49 %	1,154,635.11	
Function Code	220 - Support Services-Instructional - 220	613,094.00	35,371.18	297,422.80	255.80	315,415.40	49 %	278,565.08	
Function Code	230 - Support Services-Administration - 230	2,564,461.00	205,908.83	1,224,641.84	3,967.00	1,335,852.16	48 %	1,184,856.11	
Function Code	240 - Support Services-School Admin - 240	732,215.00	95,941.80	357,885.47	.00	374,329.53	49 %	332,845.75	
Function Code	250 - Support Services-Business - 250	3,887,888.00	284,777.67	1,748,075.66	232,139.40	1,907,672.94	45 %	1,531,906.49	
Function Code	260 - Operations and Maintenance - 260	1,607,307.00	136,090.35	738,708.12	14,103.11	854,495.77	46 %	685,705.58	
Function Code	270 - Pupil Transportation - 270	445,454.00	35,045.11	242,116.05	25,700.00	177,637.95	54 %	175,177.30	
Function Code	280 - Support Services-Central - 280	\$16,619,621.00	\$1,325,291.36	\$7,484,394.17	\$408,651.76	\$8,726,575.07	45 %	\$6,907,799.66	
Function Code	300 - Community Services	257,444.00	15,138.55	112,436.55	31,792.10	113,215.35	44 %	85,059.58	
Function Code	320 - Community Recreation - 320	.00	.00	.00	.00	.00	+++	.00	
Function Code	330 - Community Activities - 330	.00	.00	.00	.00	.00	+++	.00	
Function Code	350 - Care of Children - 350	14,975.00	77.48	1,389.88	.00	13,585.12	9 %	408.66	
Function Code	370 - Non Public School Pupils - 370	(15.00)	.00	.00	.00	(15.00)	0 %	.00	
Function Code	390 - Other Community Services - 390	\$272,404.00	\$15,216.03	\$113,826.43	\$31,792.10	\$126,785.47	42 %	\$85,468.24	
Function Code	400 - Government Agencies & Prior Period	.00	.00	.00	.00	.00	+++	.00	
Function Code	400 - Government Agencies - 400	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	+++	\$0.00	
Function Code	500-600 - Other Financing Uses								



Board Monthly Financial Report

Fiscal Year to Date 12/31/19

Sub Function Code	Amended Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	% Rec'd/Spent	Prior Year FYTD
600 - Fund Modifications - 600	548,870.00	.00	100,000.00	.00	448,870.00	18	150,000.00
Function Code 500-600 - Other Financing Uses Totals	\$548,870.00	\$0.00	\$100,000.00	\$0.00	\$448,870.00	18 %	\$150,000.00
Account Type Expense Totals	\$44,315,286.00	\$3,398,059.11	\$17,719,916.75	\$454,576.29	\$26,140,792.96	40 %	\$16,496,569.76
Fund(COA) 11 - General Fund Totals	(\$231,488.00)	(\$213,617.53)	(\$7,657,291.01)	(\$454,576.29)	\$7,880,379.30	3,308 %	(\$6,028,284.64)

Board Monthly Financial Report

Fiscal Year to Date 12/31/19



Sub Function Code	Fund(COA)	Account Type	Amended Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	% Rec'd/Spent	Prior Year FYTD
23 - Community Service Fund									
Revenue									
Function Code R100 - Local Sources - 100									
		Function Code							
		Totals	2,128,377.00	200,221.95	1,253,665.45	.00	874,711.55	59 %	1,183,348.82
			\$2,128,377.00	\$200,221.95	\$1,253,665.45	\$0.00	\$874,711.55	59 %	\$1,183,348.82
Function Code R300 - State Sources - 300									
		Totals	23,470.00	.00	(.50)	.00	23,470.50	0 %	.25
			\$23,470.00	\$0.00	(\$0.50)	\$0.00	\$23,470.50	0 %	\$0.25
Function Code R400 - Federal Sources - 400									
		Totals	125,000.00	13,580.60	48,734.85	.00	76,265.15	39 %	29,094.09
			\$125,000.00	\$13,580.60	\$48,734.85	\$0.00	\$76,265.15	39 %	\$29,094.09
Function Code R500 - ISD / Other Sources - 500									
		Totals	.00	.00	.00	.00	.00	+++	.00
			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	+++	\$0.00
Function Code R600 - In from other Funds - 600									
		Totals	531,978.00	.00	100,000.00	.00	431,978.00	19 %	150,000.00
			\$531,978.00	\$0.00	\$100,000.00	\$0.00	\$431,978.00	19 %	\$150,000.00
		Revenue Totals	\$2,808,825.00	\$213,802.55	\$1,402,399.80	\$0.00	\$1,406,425.20	50 %	\$1,362,443.16
Account Type Expense									
Function Code 100 - Instruction									
		Function Code							
		Totals	97,701.00	11,856.12	61,430.91	.00	36,270.09	63 %	74,997.53
			\$97,701.00	\$11,856.12	\$61,430.91	\$0.00	\$36,270.09	63 %	\$74,997.53
Function Code 200 - Supporting Services									
		Totals	988.00	6.57	39.42	.00	948.58	4	724.44
			.00	.00	.00	.00	.00	+++	.00
			76,550.00	4,616.86	17,572.00	5,651.52	53,326.48	23	26,213.72
			80,000.00	.00	9,233.49	.00	70,766.51	12	39,997.92
			704,678.00	55,182.11	478,724.60	9,973.39	215,980.01	68	347,352.18
			\$862,216.00	\$59,805.54	\$505,569.51	\$15,624.91	\$341,021.58	59 %	\$414,288.26
Function Code 300 - Community Services									
		Totals	293,442.00	25,152.93	154,919.35	.00	138,522.65	53	146,959.16
			377,531.00	32,188.50	182,687.53	926.00	193,917.47	48	201,892.73
			964,124.00	72,123.33	454,391.04	1,240.00	508,492.96	47	389,983.85
			125,000.00	13,580.60	48,840.15	.00	76,159.85	39	29,094.09
			\$1,760,097.00	\$143,045.36	\$840,838.07	\$2,166.00	\$917,092.93	48 %	\$767,929.83
Function Code 500-600 - Other Financing Uses									
		Totals	133,151.00	.00	51,533.78	.00	81,617.22	39	35,226.72
			\$133,151.00	\$0.00	\$51,533.78	\$0.00	\$81,617.22	39 %	\$35,226.72
		Expense Totals	\$2,853,165.00	\$214,707.02	\$1,459,372.27	\$17,790.91	\$1,376,001.82	51 %	\$1,292,442.34
			(\$44,340.00)	(\$904.47)	(\$56,972.47)	(\$17,790.91)	\$30,423.38	128 %	\$70,000.82

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Sub Function Code	Amended Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	% Rec'd/Spent	Prior Year FYTD
Fund(COA) 25 - School Lunch Fund							
Account Type Revenue							
Function Code R100 - Local Sources - 100							
Function Code R100 - Local Sources - 100 Totals	1,054,802.00	90,912.53	475,814.11	.00	578,987.89	45 %	470,636.26
	\$1,054,802.00	\$90,912.53	\$475,814.11	\$0.00	\$578,987.89	45 %	\$470,636.26
Function Code R300 - State Sources - 300							
Function Code R300 - State Sources - 300 Totals	63,025.00	4,932.10	17,796.30	.00	45,228.70	28 %	19,215.60
	\$63,025.00	\$4,932.10	\$17,796.30	\$0.00	\$45,228.70	28 %	\$19,215.60
Function Code R400 - Federal Sources - 400							
Function Code R400 - Federal Sources - 400 Totals	314,946.00	20,826.47	79,238.95	.00	235,707.05	25 %	77,770.20
	\$314,946.00	\$20,826.47	\$79,238.95	\$0.00	\$235,707.05	25 %	\$77,770.20
Function Code R500 - ISD / Other Sources - 500							
Function Code R500 - ISD / Other Sources - 500 Totals	150,000.00	30,838.68	45,407.15	.00	104,592.85	30 %	25,759.91
	\$150,000.00	\$30,838.68	\$45,407.15	\$0.00	\$104,592.85	30 %	\$25,759.91
Account Type Revenue Totals	\$1,582,773.00	\$147,509.78	\$618,256.51	\$0.00	\$964,516.49	39 %	\$593,381.97
Account Type Expense							
Function Code 200 - Supporting Services							
Sub Function Code 210 - Support Services-Pupil - 210	.00	.00	.00	.00	.00	+++	.00
Sub Function Code 260 - Operations and Maintenance - 260	3,608.00	502.00	1,859.77	.00	1,748.23	52	2,144.11
Sub Function Code 290 - Support Services-Other - 290	1,421,169.00	116,207.56	613,806.01	376,501.02	430,861.97	43	577,293.55
Function Code 200 - Supporting Services Totals	\$1,424,777.00	\$116,709.56	\$615,665.78	\$376,501.02	\$432,610.20	43 %	\$579,437.66
Function Code 500-600 - Other Financing Uses							
Sub Function Code 600 - Fund Modifications - 600	142,477.00	.00	49,561.13	.00	92,915.87	35	45,425.30
	\$142,477.00	\$0.00	\$49,561.13	\$0.00	\$92,915.87	35 %	\$45,425.30
Function Code 500-600 - Other Financing Uses Totals	\$142,477.00	\$0.00	\$49,561.13	\$0.00	\$92,915.87	35 %	\$45,425.30
Account Type Expense Totals	\$1,567,254.00	\$116,709.56	\$665,226.91	\$376,501.02	\$525,526.07	42 %	\$624,862.96
Fund(COA) 25 - School Lunch Fund Totals	\$15,519.00	\$30,800.22	(\$46,970.40)	(\$376,501.02)	\$438,990.42	-303 %	(\$31,480.99)



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Sub Function Code	Amended Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	% Rec'd/Spent	Prior Year FYTD
Fund(COA) 29 - Student/School Activity Fund							
Account Type Revenue							
Function Code R100 - Local Sources - 100							
Account Type Revenue							
Function Code R100 - Local Sources - 100							
Function Code	2,313,754.00	110,100.73	448,143.18	.00	1,865,610.82	19 %	.00
Totals	\$2,313,754.00	\$110,100.73	\$448,143.18	\$0.00	\$1,865,610.82	19 %	\$0.00
Account Type Revenue	\$2,313,754.00	\$110,100.73	\$448,143.18	\$0.00	\$1,865,610.82	19 %	\$0.00
Account Type Expense							
Function Code 200 - Supporting Services							
Function Code 290 - Support Services-Other - 290							
Function Code	1,362,636.00	82,201.81	426,575.38	35,971.58	900,089.04	31 %	.00
Totals	\$1,362,636.00	\$82,201.81	\$426,575.38	\$35,971.58	\$900,089.04	31 %	\$0.00
Account Type Expense	\$1,362,636.00	\$82,201.81	\$426,575.38	\$35,971.58	\$900,089.04	31 %	\$0.00
Fund(COA) 29 - Student/School Activity Fund							
Grand Totals	\$690,809.00	(\$155,822.86)	(\$7,739,666.08)	(\$884,839.80)	\$9,315,314.88	-1,120 %	(\$5,989,764.81)

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Sub Function Code	Fund(COA)	Account Type	Amended Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	% Rec'd/Spent	Prior Year FYTD
Fund(11 - General Fund Revenue)									
Function Code R100 - Local Sources - 100									
		Function Code	5,936,576.00	1,069,705.36	1,481,290.87	.00	4,455,285.13	25 %	1,306,615.30
		Totals	\$5,936,576.00	\$1,069,705.36	\$1,481,290.87	\$0.00	\$4,455,285.13	25 %	\$1,306,615.30
Function Code R200 - Non-Education Sources - 200									
		Function Code	.00	.00	.00	.00	.00	+++	.00
		Totals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	+++	\$0.00
Function Code R300 - State Sources - 300									
		Function Code	30,839,421.00	2,840,173.44	11,304,399.51	.00	19,535,021.49	37 %	10,982,948.94
		Totals	\$30,839,421.00	\$2,840,173.44	\$11,304,399.51	\$0.00	\$19,535,021.49	37 %	\$10,982,948.94
Function Code R400 - Federal Sources - 400									
		Function Code	1,610,654.00	.00	66,174.39	.00	1,544,479.61	4 %	65,606.25
		Totals	\$1,610,654.00	\$0.00	\$66,174.39	\$0.00	\$1,544,479.61	4 %	\$65,606.25
Function Code R500 - ISD / Other Sources - 500									
		Function Code	5,421,519.00	1,300,105.00	2,319,649.86	.00	3,101,869.14	43 %	1,925,610.07
		Totals	\$5,421,519.00	\$1,300,105.00	\$2,319,649.86	\$0.00	\$3,101,869.14	43 %	\$1,925,610.07
Function Code R600 - In from other Funds - 600									
		Function Code	275,628.00	.00	101,094.91	.00	174,533.09	37 %	88,076.39
		Totals	\$275,628.00	\$0.00	\$101,094.91	\$0.00	\$174,533.09	37 %	\$88,076.39
Account Type Expense									
Function Code 100 - Instruction									
		Sub Function Code	21,735,535.00	1,643,114.34	9,829,678.37	16,253.93	11,889,602.70	45	9,450,746.68
		Sub Function Code	5,138,856.00	462,451.40	2,297,583.52	377.64	2,840,894.84	45	1,984,574.49
		Sub Function Code	.00	.00	.00	.00	.00	+++	.00
		Totals	\$26,874,391.00	\$2,105,565.74	\$12,127,261.89	\$16,631.57	\$14,730,497.54	45 %	\$11,435,321.17
Function Code 200 - Supporting Services									
		Sub Function Code	4,290,644.00	353,128.10	2,019,447.23	107,896.60	2,163,300.17	47	1,914,422.25
		Sub Function Code	2,478,558.00	175,580.35	1,384,805.45	8,679.09	1,085,073.46	56	1,375,511.09
		Sub Function Code	613,094.00	44,330.27	341,753.07	255.80	271,085.13	56	315,015.07
		Sub Function Code	2,564,461.00	206,608.92	1,431,250.76	3,967.00	1,129,243.24	56	1,376,261.50
		Sub Function Code	732,215.00	54,748.23	412,633.70	.00	319,581.30	56	384,205.48
		Sub Function Code	3,887,888.00	317,414.62	2,065,490.28	192,754.38	1,629,643.34	53	1,733,729.45
		Sub Function Code	1,607,307.00	136,585.84	11,930.61	11,930.61	720,082.43	54	807,277.15
		Sub Function Code	445,454.00	29,269.58	271,385.63	19,600.00	154,468.37	61	197,416.27
		Totals	\$16,619,621.00	\$1,317,665.91	\$8,802,060.08	\$345,083.48	\$7,472,477.44	53 %	\$8,103,838.26
Function Code 300 - Community Services									
		Sub Function Code	257,444.00	17,884.29	130,320.84	27,365.09	99,758.07	51	92,158.34
		Sub Function Code	.00	.00	.00	.00	.00	+++	.00
		Sub Function Code	.00	.00	.00	.00	.00	+++	.00
		Sub Function Code	14,975.00	77.48	1,467.36	.00	13,507.64	10	1,959.76
		Sub Function Code	(15.00)	.00	.00	.00	(15.00)	0	.00
		Totals	\$272,404.00	\$17,961.77	\$131,788.20	\$27,365.09	\$113,250.71	48 %	\$94,118.10
Function Code 400 - Government Agencies & Prior Period									
		Sub Function Code	.00	.00	.00	.00	.00	+++	.00
		Sub Function Code	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	+++	\$0.00
		Totals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	+++	\$0.00
Function Code 500-600 - Other Financing Uses									



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Sub Function Code	Amended Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	% Rec'd/Spent	Prior Year FYTD
600 - Fund Modifications - 600	548,870.00	.00	100,000.00	.00	448,870.00	18	250,000.00
Function Code 500-600 - Other Financing Uses Totals	\$548,870.00	\$0.00	\$100,000.00	\$0.00	\$448,870.00	18 %	\$250,000.00
Account Type Expense Totals	\$44,315,286.00	\$3,441,193.42	\$21,161,110.17	\$389,080.14	\$22,765,095.69	48 %	\$19,883,277.53
Fund(COA) 11 - General Fund Totals	(\$231,488.00)	\$1,768,790.38	(\$5,888,500.63)	(\$389,080.14)	\$6,046,092.77	2,544 %	(\$5,514,420.58)

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Sub Function Code	Amended Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	% Rec'd/Spent	Prior Year FYTD
Fund(COA) 23 - Community Service Fund							
Account Type Revenue							
Function Code R100 - Local Sources - 100							
Function Code R100 - Local Sources - 100 Totals	2,128,377.00	198,333.44	1,451,998.89	.00	676,378.11	68 %	1,336,727.60
	\$2,128,377.00	\$198,333.44	\$1,451,998.89	\$0.00	\$676,378.11		\$1,336,727.60
Function Code R300 - State Sources - 300							
Function Code R300 - State Sources - 300 Totals	23,470.00	.00	(.50)	.00	23,470.50	0 %	.25
	\$23,470.00	\$0.00	(\$0.50)	\$0.00	\$23,470.50		\$0.25
Function Code R400 - Federal Sources - 400							
Function Code R400 - Federal Sources - 400 Totals	125,000.00	.00	48,734.85	.00	76,265.15	39 %	84,751.12
	\$125,000.00	\$0.00	\$48,734.85	\$0.00	\$76,265.15		\$84,751.12
Function Code R500 - ISD / Other Sources - 500							
Function Code R500 - ISD / Other Sources - 500 Totals	.00	.00	.00	.00	.00	+++	.00
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	+++	\$0.00
Function Code R600 - In from other Funds - 600							
Function Code R600 - In from other Funds - 600 Totals	531,978.00	.00	100,000.00	.00	431,978.00	19 %	250,000.00
	\$531,978.00	\$0.00	\$100,000.00	\$0.00	\$431,978.00	19 %	\$250,000.00
Account Type Revenue	\$2,808,825.00	\$198,333.44	\$1,600,733.24	\$0.00	\$1,208,091.76	57 %	\$1,671,478.97
Account Type Expense							
Function Code 100 - Instruction							
Sub Function Code 100 - Basic Functions - 110	97,701.00	11,193.25	72,624.16	.00	25,076.84	74 %	90,055.13
	\$97,701.00	\$11,193.25	\$72,624.16	\$0.00	\$25,076.84	74 %	\$90,055.13
Function Code 100 - Instruction Totals							
Sub Function Code 200 - Supporting Services	988.00	6.57	45.99	.00	942.01	5	845.18
Sub Function Code 220 - Support Services-Instructional - 220	.00	.00	.00	.00	.00	+++	.00
Sub Function Code 250 - Support Services-Business - 250	76,550.00	2,280.77	19,852.77	5,487.72	51,209.51	26	27,532.52
Sub Function Code 260 - Operations and Maintenance - 260	80,000.00	.00	9,233.49	.00	70,766.51	12	47,087.92
Sub Function Code 270 - Pupil Transportation - 270	704,678.00	68,719.71	547,444.31	11,870.20	145,363.49	78	386,018.83
Sub Function Code 290 - Support Services-Other - 290	\$862,216.00	\$71,007.05	\$576,576.56	\$17,357.92	\$268,281.52	67 %	\$461,484.45
Function Code 200 - Supporting Services Totals							
Sub Function Code 300 - Community Services	293,442.00	24,239.35	179,158.70	.00	114,283.30	61	170,444.56
Sub Function Code 310 - Community Services Direction - 310	377,531.00	9,440.75	192,128.28	8,876.20	176,526.52	51	211,528.97
Sub Function Code 320 - Community Recreation - 320	964,124.00	66,875.76	521,266.80	1,240.00	441,617.20	54	447,446.54
Sub Function Code 350 - Care of Children - 350	125,000.00	.00	48,840.15	.00	76,159.85	39	84,751.12
Sub Function Code 390 - Other Community Services - 390	\$1,760,097.00	\$100,555.86	\$941,393.93	\$10,116.20	\$808,586.87	53 %	\$914,171.19
Function Code 300 - Community Services Totals							
Sub Function Code 500-600 - Other Financing Uses	133,151.00	.00	51,533.78	.00	81,617.22	39	35,226.72
Sub Function Code 600 - Fund Modifications - 600	\$133,151.00	\$0.00	\$51,533.78	\$0.00	\$81,617.22	39 %	\$35,226.72
Function Code 500-600 - Other Financing Uses Totals							
Sub Function Code 500-600 - Other Financing Uses	\$2,853,165.00	\$182,756.16	\$1,642,128.43	\$27,474.12	\$1,183,562.45	58 %	\$1,500,937.49
Sub Function Code 23 - Community Service Fund Totals	(\$44,340.00)	\$15,577.28	(\$41,395.19)	(\$27,474.12)	\$24,529.31	93 %	\$170,541.48

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Sub Function Code	Amended Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	% Rec'd/Spent	Prior Year FYTD
Fund(COA) 25 - School Lunch Fund							
Account Type Revenue							
Function Code R100 - Local Sources - 100							
Function Code R100 - Local Sources - 100 Totals	1,054,802.00	99,324.92	575,139.03	.00	479,662.97	55 %	535,384.18
	\$1,054,802.00	\$99,324.92	\$575,139.03	\$0.00	\$479,662.97	55 %	\$535,384.18
Function Code R300 - State Sources - 300							
Function Code R300 - State Sources - 300 Totals	63,025.00	4,932.10	22,728.40	.00	40,296.60	36 %	25,620.79
	\$63,025.00	\$4,932.10	\$22,728.40	\$0.00	\$40,296.60	36 %	\$25,620.79
Function Code R400 - Federal Sources - 400							
Function Code R400 - Federal Sources - 400 Totals	314,946.00	20,837.69	100,076.64	.00	214,869.36	32 %	97,722.93
	\$314,946.00	\$20,837.69	\$100,076.64	\$0.00	\$214,869.36	32 %	\$97,722.93
Function Code R500 - ISD / Other Sources - 500							
Function Code R500 - ISD / Other Sources - 500 Totals	150,000.00	16,224.05	61,631.20	.00	88,368.80	41 %	57,013.96
	\$150,000.00	\$16,224.05	\$61,631.20	\$0.00	\$88,368.80	41 %	\$57,013.96
Account Type Revenue Totals	\$1,582,773.00	\$141,318.76	\$759,575.27	\$0.00	\$823,197.73	48 %	\$715,741.86
Account Type Expense							
Function Code 200 - Supporting Services							
Sub Function Code 210 - Support Services-Pupil - 210	.00	.00	.00	.00	.00	+++	.00
Sub Function Code 260 - Operations and Maintenance - 260	3,608.00	.00	1,859.77	.00	1,748.23	52	2,144.11
Sub Function Code 290 - Support Services-Other - 290	1,421,169.00	110,903.85	724,709.86	332,005.74	364,453.40	51	684,308.80
Function Code 200 - Supporting Services Totals	\$1,424,777.00	\$110,903.85	\$726,569.63	\$332,005.74	\$366,201.63	51 %	\$686,452.91
Function Code 500-600 - Other Financing Uses							
Sub Function Code 600 - Fund Modifications - 600	142,477.00	.00	49,561.13	.00	92,915.87	35	45,425.30
Function Code 500-600 - Other Financing Uses Totals	\$142,477.00	\$0.00	\$49,561.13	\$0.00	\$92,915.87	35 %	\$45,425.30
Account Type Expense Totals	\$1,567,254.00	\$110,903.85	\$776,130.76	\$332,005.74	\$459,117.50	50 %	\$731,878.21
Fund(COA) 25 - School Lunch Fund Totals	\$15,519.00	\$30,414.91	(\$16,555.49)	(\$332,005.74)	\$364,080.23	-107 %	(\$16,136.35)



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Sub Function Code	Amended Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	% Rec'd/Spent	Prior Year FYTD
Fund(COA) 29 - Student/School Activity Fund							
Account Type Revenue							
Function Code R100 - Local Sources - 100							
Function Code	2,313,754.00	42,165.09	490,308.27	.00	1,823,445.73	21	.00
Totals	\$2,313,754.00	\$42,165.09	\$490,308.27	\$0.00	\$1,823,445.73	21 %	\$0.00
Account Type	\$2,313,754.00	\$42,165.09	\$490,308.27	\$0.00	\$1,823,445.73	21 %	\$0.00
Revenue Totals							
Account Type Expense							
Function Code 200 - Supporting Services							
Function Code	1,362,636.00	77,974.96	504,550.34	33,116.94	824,968.72	37	.00
Totals	\$1,362,636.00	\$77,974.96	\$504,550.34	\$33,116.94	\$824,968.72	37 %	\$0.00
Account Type	\$1,362,636.00	\$77,974.96	\$504,550.34	\$33,116.94	\$824,968.72	37 %	\$0.00
Expense Totals							
Fund(COA)	\$951,118.00	(\$35,809.87)	(\$14,242.07)	(\$33,116.94)	\$998,477.01	-1 %	\$0.00
Grand Totals	\$690,809.00	\$1,778,972.70	(\$5,960,693.38)	(\$781,676.94)	\$7,433,179.32	-863 %	(\$5,360,015.45)

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

(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

Book Policy Manual
Section WIP December 2019
Title Vol. 33, No. 2 - February 2019 New LEAVES OF ABSENCE
Code 2Rpo1430
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 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	2Rpo3430
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 2Rpo4430
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 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	2Rpo2210
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. 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. provides grade-appropriate instruction on career development in each grade level from kindergarten through 12th;
- B. provides instruction in courses required by statute and State Department of Education regulations;
- C. 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. be consistent with the District's philosophy and goals and ensure the possibility of their achievement;
- E. 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. at the high school level, consider alternatives to the Carnegie Unit as a method for determining student progress toward receiving course credit;
- G. allows for the development of individual talents and interests as well as recognizes that learning styles of students may differ;
- H. 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. utilizes a variety of learning resources to accomplish the educational goals;
- J. encourages students to utilize guidance and counseling services in their academic and career planning;
- K. 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

(x) 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.

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

[x] 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

Book	Policy Manual
Section	WIP December 2019
Title	Vol. 33, No. 2 - February 2019 Revised EMPLOYMENT OF PROFESSIONAL STAFF
Code	2Rpo3120
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.

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

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.

[x] 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.

[x] 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.

[x] 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 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 (F 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 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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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

Book	Policy Manual
Section	WIP December 2019
Title	Vol. 33, No. 2 - February 2019 Revised EMPLOYMENT OF SUBSTITUTES
Code	2Rpo3120.04
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

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

5113.02 - SCHOOL CHOICE OPTIONS PROVIDED BY FEDERAL LAW

The Board of Education acknowledges that the Federal 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 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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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

Book	Policy Manual
Section	WIP December 2019
Title	Vol. 33, No. 2 - February 2019 Revised ATTENDANCE
Code	2Rpo5200
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 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 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

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

Book	Policy Manual
Section	WIP December 2019
Title	STUDENT SUICIDE
Code	2Rpo5350
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)

Book	Policy Manual
Section	WIP December 2019
Title	Vol. 33, No. 2 - February 2019 Revised NEW SCHOOL CONSTRUCTION, RENOVATION
Code	2Rpo6321
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.
- 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	2Rpo8402
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

Book	Policy Manual
Section	WIP December 2019
Title	Vol. 33, No. 2 - February 2019 Revised FOOD SERVICES
Code	2Rpo8500
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).

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.

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

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)

Expectations for Barbara Read to be Reinstated on Board Committees and Receive District Financial Support to Attend MASB Programs

Members of the Board of Education are bound to follow the Board's Bylaws and Policies. In response to repeated violations of board bylaws, policies and norms, Barbara Read was not placed on any committees for the 2019-2020 school year, and the Board of Education voted on September 16, 2019 to no longer financially support Barbara Read representing the DCS Board and attending MASB events until further notice. Ms. Read has requested "a specific list of what needs to be done to end the restrictions and return to full fellowship with the board." Outlined below are the Board of Education's expectations to restore all privileges.

The expectations outlined below apply to all board members, but are specified herein for clarity:

- Sign and consistently abide by Board Norms.
- Sign and consistently abide by the Social Media Guidelines.
- Consistently abide by the Declaration of Commitment.
- Consistently abide by all board bylaws and policies.
- Work collaboratively with the board and treat your board colleagues and District employees with respect.
- Be respectful of the time of Dr. Timmis, the staff, and the board. Do not make unnecessary or urgent requests. Before requesting information, first ask yourself, "How will this information benefit students or improve the district?"
- Do not instigate or foster (either directly or indirectly) any advocacy efforts or controversies within the school district community. The role of a board member is to share information with community members regarding the proper chain of command, and to communicate community concerns to the Superintendent.
- Promote the district and the best interests of students, and not yourself.

Additionally, it is the Board's expectation that Barbara Read take full responsibility for past harm caused to the district and district staff:

- Send a letter to the DAA taking full responsibility for the incidents cited in their grievance and promising not to interfere in administrative decisions or responsibilities going forward.
- Send a letter of apology to the former HS Girls' Cross Country Coach for speaking negatively about the coach to other parents and students, and in public forums including a Board of Education meeting.

Furthermore, it is the Board's expectation that Barbara Read:

- Cease all individual actions and statements which cause the District to spend limited financial resources, intended for the benefit of students, to be spent on legal counsel.

In the future, when a board norm or policy is violated, the Board President and Superintendent will notify Barbara Read, in writing, of each occurrence. Following six months of full compliance with the above expectations, all board privileges will be restored.

Respectfully submitted,

Julie Schumaker, Ron Darr, Dick Lundy, Mara Greatorex, Daryl Kipke
Dexter Board of Education



Dexter Community Schools

Nice Job Notes

JANUARY 2020

Mandy Albers
Vicki Allie
Laura Armbruster
Bridget Barnes
Kristin Bowman
Carol Bradshaw
Martina Bricio
Pamela Brown
Janine Comella
Julie Darling
Tech Department
Melanie Dever
Hallie Dunham
Tim Ford
Stacey Girbach
Amy Grant
Maria Green (2)
Heather Green
Kate Hoffman
Abby Holland
Karen Johnson
Amara Karapas
Emily Kissick
Ken Koenig
Pamela Krebs
Jessica Leonard
Tammy Leventis
Fred Ligrow
Aric Manly
Joe Martin (2)
Craig McCalla
Joanne McGinnis
Liz Melvin (4)
Anmarie Nowak
Kalli Nowitzke

Natalie Park
Renee Petik
Megan Porterfield
Robin Radcliff
Sara Redman
Tammy Reich
Maria Rodriguez
Amy Sadler
Laura Saulles
Andrea Sellman
Cheri Sing
Cheri Sing
Ryan Spencer
Megan Stahley-Landrum
Brenda Stanton
Hannah Stewart
Savannah Stiddom
Girls Field Hockey Team
DHS Football Team
Boys Tennis Team
Boys Soccer Team
Boys X Country Team
Team
Boys Water Polo Team
Girls Volleyball Team
Girls Swim & Dive Team
Lauren Thompson (3)
Lisa Travis
Kristin Walters
Angie Williams
Stacey Wing
Crystal Zurek

JANUARY TOTAL =
73
RUNNING TOTAL =
37854