

BOARD PACKET

AUGUST 27, 2018



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

BOARD MEETING AGENDA

- A. ROLL CALL
- B. MEETING MINUTES & WORKSHOP MINUTES (8-6-2018)
- C. APPROVAL OF AGENDA
- D. SCHOOL PRESENTATIONS
 - 1. SRSLY – MiPHY Report
- E. SUPERINTENDENT UPDATE
- F. STUDENT REPRESENTATIVES UPDATE
- G. **PUBLIC PARTICIPATION:** *Persons who wish to address the Board may complete a Public Comment Card to be presented to the Board president at the beginning of the meeting. Each speaker is allotted a maximum of 5 minutes unless otherwise notified. Each speaker will be asked to announce his/her name and indicate if he/she represents any organization or agency. No person may speak more than once on the same subject during a single meeting. For further details see our policy on Public Participation at Board Meetings.*
- H. **CONSENT ITEMS**
 - 1. Personnel – New Hires
 - 2. Personnel – Resignations
- I. **ACTION ITEMS**
 - 1. Board Bylaw Suspension
 - 2. Policies – Second Reading
 - 3. MASB Advocacy Training
- J. **DISCUSSION ITEMS**
 - 1. Naming of New Elementary
 - 2. District Financial Results 2017-18
- K. **BOND UPDATE**
- L. **PUBLIC PARTICIPATION:** *See Policy 0167.3*
- M. **BOARD COMMENTS**
 - 1. Athletics Committee Update
 - 2. Policies Committee Update
- N. **INFORMATION ITEMS**
 - 1. Draft Facilities Committee Minutes
 - 2. July Bond Report
- O. **CLOSED SESSION - none**

CALENDAR

- ***Tuesday, September 4th**
First Day of School (half day)
- ***Tuesday, September 4th**
First Day of School (half day)
- ***Wednesday, September 5th 4:00pm**
Athletics Committee - Copeland
- ***Thursday, September 20th – all day**
MASB Advocacy Training
Lansing
- ***Monday, September 24th – 7:00pm**
Board Meeting – Creekside

BOARD NOTES
AUGUST 27, 2018

A. ROLL CALL

B. MEETING MINUTES & WORKSHOP MINUTES (8-6-2018)

C. APPROVAL OF AGENDA

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

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

D. SCHOOL PRESENTATIONS

1. SRSLY – MiPHY Report.

E. SUPERINTENDENT UPDATE

F. STUDENT REPRESENTATIVES UPDATE

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

H. CONSENT ITEMS

1. Personnel – New Hires. Your packet contains letters of recommendation and candidate resumes from Bates Principal Ryan Bruder for the open teacher consultant, speech therapist, and social worker positions; from Mill Creek Principal Jami Bronson for the open social worker, physical education teacher, and math teacher positions; and from Wylie Principal Katie See for the open social worker position.

* An appropriate resolution might be, "I move that the Board of Education offer probationary contracts for the 2018-19 school to Kimberly Evanski, Lauren Garleff, Tricia Winder, Molly Kalick, Katherine Kuzma, Natalie Park, and Rori Meyerink."

2. Personnel - Resignations. Your packet includes resignation letters from Wylie social worker Mary Beth DiFranco and Mill Creek teacher James Stearns.

* An appropriate motion might be, "I move that the Board of Education accept the resignations of Mary Beth DiFranco and James Stearns."

I. ACTION ITEMS

1. Board Bylaw Suspension. Your packet includes an executive summary from Superintendent Chris Timmis regarding the definitions in the Board Bylaws. A recent policy review brought to our attention the fact that one of the definitions is legally inaccurate. This will be corrected in the next NEOLA update. In the meantime, it is recommended that the Board suspend the definition of "voting"

BOARD NOTES
AUGUST 27, 2018

included in the bylaws until the new definition can be adopted. This item was discussed at the August 6, 2018 meeting and is now presented for action.

* An appropriate motion might be, "I move that the Board of Education suspend the definition of voting in Board Bylaw 0170 until a new definition is adopted."

2. Policies – Second Reading. Your packet includes drafts of bylaw 0100 (definitions) and policies 3142 (Probationary Teachers), 5330.02 (Opioid Antagonists), and 8510 (Wellness). These were approved for first reading at the August 6, 2018 meeting and are presented for second reading tonight.

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

3. MASB Advocacy Training. Your packet includes a summary of an MASB "Behind the Scenes" Advocacy Training to be held on September 20, 2018 at the House Office Building in Lansing. The cost is \$105 per person plus expenses. Trustee Julie Schumaker has proposed that the Board consider approving funds for up to eight board and/or community members to attend.

* An appropriate motion might be, "I move that the Board of Education approve the funds for up to eight board and/or community members to attend the MASB Advocacy Conference in Lansing September 20, 2018."

J. DISCUSSION ITEMS

1. Naming of New Elementary Construction. Your packet contains an executive summary regarding the naming of the new K-2 construction from Superintendent Chris Timmis. This item is presented for discussion this evening.

2. District Financial Results. Your packet includes a memo and supporting documents from Chief Financial Officer Sharon Raschke regarding the year-end financial results for 2017-18. This item is presented for discussion.

K. BOND UPDATE

L. PUBLIC PARTICIPATION

M. BOARD COMMENTS

1. Athletics Committee Update
2. Policies Committee Update

N. INFORMATION ITEMS

1. Draft Facilities Committee Minutes 7/26/2018

O. CLOSED SESSION – none scheduled

**DEXTER COMMUNITY SCHOOLS BOARD OF EDUCATION
MEETING MINUTES – AUGUST 6, 2018**

A. ROLL CALL

Members Present: Ron Darr, Dick Lundy, Rob Mitzel, Barbara Read, Julie Schumaker, Michael Wendorf, Student Representative Hollie Pastorino

Members Absent: Daryl Kipke

Administrative & Supervisory Staff: Barb Santo, Chris Timmis, Hope Vestergaard

DEA: none

DESPA: none

Guests: Mara Greatorex, Keely Tamer

The meeting was called to order at approximately 6:04pm by Board President Michael Wendorf.

- B. MEETING MINUTES** – Rob Mitzel made a motion to approve the meeting minutes and workshop minutes from 7/16/2018. Julie Schumaker supported the motion. **Motion Carried (unanimous).**

C. APPROVAL OF AGENDA

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

D. SCHOOL PRESENTATIONS – none

E. SUPERINTENDENT UPDATE

1. Superintendent Chris Timmis updated the board on several items:
 - a. Teaching staff hiring continues. Interviews are happening for several hard-to-fill positions in the next several weeks.
 - b. Construction: furniture selection for model classrooms is wrapping up; turf installation for the high school fields is being scheduled; the City has not responded to the Board's request for reconsideration of the scheduled tap fees for the elementary addition; a City survey found that the installation of four flashing light crosswalks is warranted.

F. STUDENT REPRESENTATIVES UPDATE

1. Hollie Pastorino updated the Board on district happenings.

G. PUBLIC PARTICIPATION

1. Keely Tamer spoke about field hockey.

**DEXTER COMMUNITY SCHOOLS BOARD OF EDUCATION
MEETING MINUTES – AUGUST 6, 2018**

H. CONSENT ITEMS

Julie Schumaker made a motion to approve the following consent items in bulk. Rob Mitzel supported the motion. **Motion Carried (unanimous).**

1. Personnel – New Hires. The Board of Education offered probationary contracts for the 2018-19 school to Laura Krinock and Erica Morrell.
2. Personnel - Resignations. The Board of Education acknowledged Anna Romano’s retirement.
3. June Budget Report. The Board received the June budget report.

I. ACTION ITEMS

1. Schools of Choice. Dick Lundy made a motion that the Board of Education offer a minimum of one slot for K-12 in the Dexter International Academy Off-Campus program for the 2018-19 school year. Ron Darr supported the motion. **Motion Carried (unanimous).**

J. DISCUSSION ITEMS

1. Policies - First Reading. The Board reviewed bylaw 0100 (definitions) and policies 3142 (Probationary Teachers), 5330.02 (Opioid Antagonists), and 8510 (Wellness). A suggestion to correct confusing wording in policy 8510 (item D) was offered. Dick Lundy made a motion to approve bylaw 0100 and policies 3142, 5330.02, and 8510 for first reading as amended. Julie Schumaker supported the motion. **Motion Carried (unanimous).**
2. Board Bylaw Suspension. The Board discussed suspending the legally incorrect definition of “voting” included in the bylaws until the new definition can be adopted. This item will be presented for action at the next meeting.

K. PUBLIC PARTICIPATION – none

L. BOND UPDATE

1. The Superintendent noted that the twin turf fields at the HS are taking shape; as of the beginning of August, construction on the elementary building is on schedule to be completed in December.

M. BOARD COMMENTS

1. Barbara Read clarified the definition of “starch” per the policy discussion.
2. Julie Schumaker mentioned a We Love Dexter article about the Rotary STRIVE program and requested a board presentation.
3. Rob Mitzel suggested that the Board consider a joint meeting with the City at some time in the near future to work on a cooperative relationship.
4. Ron Darr told the Board about another successful week at DHS Band Camp.

N. INFORMATION ITEMS

1. Draft Finance Committee Minutes 7/25/2018

**DEXTER COMMUNITY SCHOOLS BOARD OF EDUCATION
MEETING MINUTES – AUGUST 6, 2018**

O. CLOSED SESSION – none

At approximately 7:09pm, Dick Lundy made a motion to adjourn the meeting. Rob Mitzel supported the motion. **Motion Carried (unanimous).**

MINUTES/hlv

Robert Mitzel, Secretary,
Board of Education

**DEXTER COMMUNITY SCHOOLS BOARD OF EDUCATION
WORKSHOP MINUTES – AUGUST 6, 2018**

A. ROLL CALL

Members Present: Ron Darr, Dick Lundy, Rob Mitzel, Barbara Read, Julie Schumaker, Michael Wendorf

Members Absent: Daryl Kipke

Administrative & Supervisory Staff: Chris Timmis

DEA: none

DESPA: none

Guests: none

The workshop was called to order at approximately 7:44pm by Board President Michael Wendorf.

B. APPROVAL OF AGENDA

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

Julie Schumaker made a motion to approve the agenda. Ron Darr supported the motion. **Motion Carried (unanimous).**

C. ACTION ITEMS – none

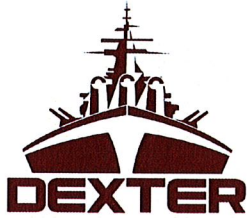
D. DISCUSSION ITEMS – BOARD WORKSHOP

1. The Board discussed three-year goals for the District and for the Superintendent. These will be revised and brought back for further discussion.
2. The Board discussed board meeting norms. Copies will be distributed to Board members.
3. The Board discussed the naming of the new building.
4. The Board discussed negotiations.

At approximately 9:39pm, Dick Lundy made a motion to adjourn the meeting. Julie Schumaker supported the motion. **Motion Carried (unanimous).**

MINUTES/hlv

Robert Mitzel, Secretary,
Board of Education



BATES ELEMENTARY SCHOOL

Ryan Bruder, Principal
2704 Baker Road, Dexter, Michigan 48130
(734) 424-4130 fax (734) 424-4139
bruderr@dexterschools.org

To: Dexter Board of Education
From: Ryan Bruder
Subject: Teacher Consultant Recommendation
Date: August 23, 2018

As a result of our most recent interview process, we would like to recommend Ms. Kimberly Evanski for the Teacher Consultant position at Bates Elementary School.

Kim comes to the Dexter Community Schools after teaching special education in the Pinckney Community Schools for the past five years. Kim received her B.S. in Special Education, Cognitive Impairment, from Eastern Michigan University. Kim also holds a Masters in Special Education, Emotional Impairment, from Eastern Michigan University.

Our interview committee was comprised of: Anne Nakon, Amanda Carlock, Juli Huddleston, Samantha Kempf, Emily Arbour, Robin Mentzer and myself.

Thank you,

Ryan Bruder
Principal

Kimberly A. Evanski

(contact info redacted)

EDUCATION

Eastern Michigan University, Ypsilanti, MI

MA, Special Education – Emotional Impairment, December 2013.

GPA: 3.97/4.0,

Eastern Michigan University, Ypsilanti, MI

BS, Major: Special Education - Cognitive Impairment, Minor: Language Arts group, Spring 2012

GPA: 3.67/4.0 - Magna Cum Laude

CERTIFICATIONS

Michigan Provisional Teaching Certificate

Endorsements: Cognitive Impairment (K-12), Elementary education (K-6)

EXPERIENCE

NAVIGATOR UPPER ELEMENTARY, Pinckney, MI

Special Education Teacher, September 2013 - Present

- Taught 4th, 5th, and 6th grade resource room classroom. All students were fully included in General Education.
- Successfully implemented and coordinated students individual education programs.
- Utilized Math Expressions program and AIMS-Web. Data showed significant improvement in math skills.
- Utilized a variety of reading programs (i.e. Wilson, SRA, DRA, QRI, AIMS-Web) to improve reading skills.
- Modified and Accommodated curriculum to meet the needs of students.
- Collaborated with support staff to complete FBA's and BIP along with positive behavior supports.
- Utilized Wilson Reading Program to improve decoding skills through syllable types, tapping, and a variety of other methods. Data analysis showed significant improvement in reading skills.

PROFESSIONAL EDUCATIONAL SERVICES GROUP, Chelsea, MI

Substitute Teacher, April- June 2013

- Case manager for thirteen students with a variety of disabilities in 7th grade
- Taught daily skills reading class and instructed two independent learning hours

PROFESSIONAL EDUCATIONAL SERVICES GROUP, Chelsea, MI

Substitute Teacher, September 2012-March 2013

- Provided individualized RTI in reading to over 20 second grade students daily
- Training in focus school interventions
- Wrote and implemented IEP's for students with a variety of disabilities

CHELSEA PUBLIC SCHOOLS, Chelsea, MI

Student Teacher, January 2011 - April 2011

- Student taught 6th-8th grade self contained classroom with six students with a variety of disabilities (XXI, Autism, ODD, and severe seizure disorder)
- Successfully created personalized work stations, sensory boxes, facilitated assistive technology,

involved with the IEP process, and communicating with parents about daily progress.

CHELSEA PUBLIC SCHOOLS, Chelsea, MI

Student Teacher, Fall 2010-December 2010

- Student taught a 2nd grade classroom
- Successfully taught Math Expressions on a daily basis, assisted implementing of Lucy Calkins writing curriculum, assessing students to facilitate growth
- Created and taught a two week science curriculum on Light aligned with GLCE's, and consisting of direct and collaborative lesson plans.

SCHOOL ENGAGEMENT

NAVIGATOR UPPER ELEMENTARY

ICT, September 2013 - Present

- Collaboration with colleagues weekly to discuss at risk students
- Discussed research based strategies to improve reading and math skills
- Started and completed five cases successfully in the areas of behavior and reading

Peer-to-Peer Program Co-Creator and Co-Coordinator, September 2013 - Present

- Created a peer-to-peer program, Students Need Accepting Peers (SNAP).
- Wrote and received grants to fund the program.
- Educated students on disability awareness and acceptance.
- Scheduled students with a peer buddy one day a week.

START Building Coach, September 2014- Present

- Contact person for building to support educational programming for students with ASD.
- Provided evidence-based practices and strategies to staff to use in their teaching.
- Created positive behavior supports and visuals for students.

ADDITIONAL TRAINING

- Non-Violent Crisis Prevention Intervention
- The Statewide Autism Resources and Training (START) Project
- Mi-Star for IEP's and grading assignments



BATES ELEMENTARY SCHOOL

Ryan Bruder, Principal
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bruderr@dexterschools.org

To: Dexter Board of Education
From: Ryan Bruder
Subject: Speech Therapist Recommendation
Date: August 23, 2018

As a result of our most recent interview process, we would like to recommend Ms. Lauren Garleff for the Speech Therapist position at Bates Elementary School.

Lauren comes to the Dexter Community Schools after working as a speech therapist in the Calhoun Intermediate School District. Lauren has also done some consulting for schools in southeast Michigan, including supporting Mill Creek Middle School here in Dexter. Lauren received her B.S. in Linguistics from the University of Michigan. Lauren earned her Masters of Speech, Language and Learning from Northwestern University.

Our interview committee was comprised of: Anne Nakon, Eleanor Budd, Juli Huddleston, Colleen Winder, Samantha Kempf, Emily Arbour, Robin Mentzer and myself.

Thank you,

Ryan Bruder
Principal

Lauren Garleff, M.S. CCC-SLP

(contact info redacted)

Education

Northwestern University, Evanston, IL Sept. 2011 – Sept. 2013

- M.S. Speech, Language, and Learning
- Pertinent courses: Craniofacial Anomalies and Structures, Cerebral Palsy, Counseling

Wayne State University, Detroit, MI Aug. 2010 – July 2011

- Post-Bachelor's Program in Communication Sciences and Disorders

University of Michigan, Ann Arbor, MI Sept. 2006 – April 2010

- B.A. Linguistics, Minor in German

Clinical Experiences

Pediatric Therapy Associates, Ann Arbor, MI November 2016 – Present

- Treatment and Diagnostic Pediatrics – Conducted evaluation and treatment in school setting for preschool, elementary, and middle school age students with a variety of disorders including articulation/phonological disorders, Autism Spectrum Disorder (ASD) apraxia of speech, receptive and expressive language disorders
- Conducted evaluation and treatment for infant and toddler age children during home visits through early intervention services
- Participated in developing Individualized Family Service Plans (IFSPs) and Individualized Education Plans (IEPs) as a member of an interdisciplinary team and presented treatment progress and goals to parents and staff

Brighton Center for Pediatric Neurodevelopment, Brighton, MI August 2015 – November 2016

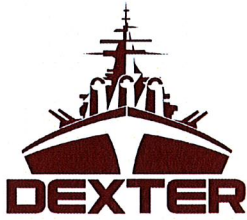
- Treatment and Diagnostic Pediatrics – Conducted evaluation and treatment in private practice setting for infant, preschool, elementary, middle, and high school age students with a variety of disorders, including articulation disorders, Autism Spectrum Disorder (ASD), apraxia of speech, receptive and expressive language disorders, and pragmatic disorders
- Participated in organizing and conducting speech and occupational therapy play groups for children at the center

Calhoun Intermediate School District, Marshall, MI August 2013 – August 2015

- Treatment and Diagnostic Pediatrics – Conducted evaluation and treatment in school setting for preschool, elementary, middle, and high school age students with a variety of disorders including articulation/phonological disorders, Autism Spectrum Disorder (ASD), apraxia of speech, receptive and expressive language disorders, and pragmatics disorders
- Participated in developing Individualized Education Plans (IEPs) as a member of an interdisciplinary team and presented treatment progress and goals to parents and staff

Additional Experience and Training

- Selecting/Implementing AAC Systems for Young Children with Complex Communication Needs
- Counseling Tools for The Speech-Language Pathologist
- Reading with TLC Lively Letters and Sight Words You Can See phonemic awareness and sight word programs
- Conscious Discipline® strategies for responding to conflict and enhancing problem-solving in children
- Differential diagnosis and treatment for children with Childhood Apraxia of Speech, Speech Sound Disorders, and Articulation Disorders



BATES ELEMENTARY SCHOOL

Ryan Bruder, Principal
2704 Baker Road, Dexter, Michigan 48130
(734) 424-4130 fax (734) 424-4139
bruderr@dexterschools.org

To: Dexter Board of Education
From: Ryan Bruder
Subject: Social Worker Recommendation
Date: August 23, 2018

As a result of our most recent interview process, we would like to recommend Mrs. Tricia Winder for the Social Worker position at Bates Elementary School.

Tricia comes to the Dexter Community Schools after working as a social worker and prevention program specialist in the Division of Substance Abuse and Mental Health in the state of Utah. Tricia received her B.S. from Brigham Young University. Tricia also holds a Masters of Social Worker from Eastern Michigan University.

Our interview committee was comprised of: Anne Nakon, Sarah Fisk, Amanda Carlock, Juli Huddleston, Samantha Kempf, Emily Arbour, Robin Mentzer and myself.

Thank you,

Ryan Bruder
Principal

TRICIA W. WINDER, LLMSW

(contact info redacted)

EDUCATION

Eastern Michigan University
Master of Social Work, 4.0 GPA

Ypsilanti, Michigan
April 2018

Brigham Young University
Bachelor of Science

Provo, Utah
December 2003

LISCENSURES & CERTIFICATIONS

Master's Social Worker Limited License, State of Michigan
School Social Work Endorsement

May 2018
May 2018

PROFESSIONAL SUMMARY

- More than 10 years combined of professional and personal experience working in schools.
- Obtained 3 federal grants, supplying close a million dollars worth of substance abuse prevention money.
- Over 15 years community and state leadership experience working with communities including schools, civic leaders, private business partners, religious leaders, parents, and law enforcement to advocate for community and individual needs.

RELEVANT EXPERINCE

Livingston Educational Service Agency (LESA)

School Social Worker

Howell, Michigan
July 2018- present

- Hiring process complete; waiting caseload and school location assignments

Farley Hill and Navigator Elementary Schools

School Social Work internship

Pinckney, Michigan
September 2017- June 2018

- Provided Tier I, II, and III level interventions to students according to their identified needs
- Participated in the Individualized Educational Plan (IEP) process for elementary students, including a Review of Existing Evaluation Data, Multidisciplinary Evaluation Team Meetings, Behavior Implementation Plans, Functional Behavior Assessments, and student observations
- Carried a special education case load of approximately 20 students
- Taught bully proofing and social skills classroom lessons to PreK-3rd graders
- Lead social skills and peer mentoring groups for K-6th graders
- Collaborated with special education staff, teachers, administration, and community organizations to advocate for and provide services to students
- Took a leadership role on the School Climate Committee at Farley Hill Elementary School
- Responded to a crisis at the high school, helping students through grief and loss

Catholic Social Services

Family Assessment Clinic internship

Ypsilanti, Michigan
January 2016- August 2016

- Completed client intake interviews
- Performed forensic interviews with referred clients
- Delivered therapeutic interventions (CBT, solution-focused, play therapy, family-focused) to clients; both child and adult
- Carried a consistent case load of approximately 5 clients, and developed a treatment plan for each
- Completed all associated paperwork including interview reports, case notes, CPS reports, etc.

Division of Substance Abuse and Mental Health – State of Utah

Prevention Program Specialist

Salt Lake City, Utah
January 2004 – May 2010

- Participated in 7 state and local coalitions, and committees
- Successfully obtained three federal grants in which I tracked data, monitored contracts, followed budgets, and submitted reports
- Assisted in organizing and planning of several statewide conferences for prevention specialists, youth, community leaders, and collaborative agencies

- Collaborated with 13 Local Substance Abuse Authorities, 11 state colleges, and 5 state departments, and several other private and public agencies on a weekly basis
- Trained Local Substance Abuse Authorities on current science-based prevention practices

LEADERSHIP EXPERIENCE

Eastern Michigan University

Social Work Field Committee Member

Ypsilanti, Michigan
September 2015- April 2018

- Created *Intern Bill of Rights* document to be included in School of Social Work field placement manuals
- Advocated for student interns among field instructors
- Offered suggestions to improve current field placement policy and practice

Ann Arbor Campus Community Coalition

Coalition Member

Ann Arbor, Michigan
May 2010 – September 2016

- Steering Committee member and Chair of the Early Intervention Subcommittee
- Charged with seeking funding opportunities to address substance abuse prevention for the community
- Engaged Ann Arbor School District to participate in coalition efforts
- Wrote and submitted the application for the Drug Free Communities Grant (DFC) in the spring of 2014

Midwest Alcohol Policy Summit (MAPS)

Conference Planning Committee Member

Ann Arbor, Michigan
August 2013- April 2014

- Offered feedback for the conference location, logo, budget allocations and other logistics
- Aided in the selection of conference presentation topics
- Helped publicize MAPS through local and state networks, as well as other professional contacts
- Reviewed Request for Proposals from potential conference presenters

VOLUNTEER EXPERIENCE

Dexter Community Schools

School Social Work volunteer

Dexter, Michigan
September 2016 – June 2017

- Observed weekly group session with emotionally and behaviorally challenged students
- Learned about the IEP process
- Became familiar with wraparound services utilized in schools and the community
- Observed delivery of *Superflex* Social Thinking curriculum

Dexter and Whitmore Lake Community Schools

Parent volunteer

Dexter & Whitmore Lake, Michigan
September 2010- present

- Supported students' one-on-one or in small group settings, who were identified with academic challenges, such as reading or math.
- Lead classroom academic centers for the teacher so they could meet with students individually
- Aided the teacher by preparing lesson, or project materials

PROFESSIONAL AFFILIATIONS

National Association of Social Workers

September 2014 - present

School Social Work Association of America

September 2017 - present

Michigan Association of School Social Workers

September 2017 - present

PRESENTATIONS & PROFESSIONAL DEVELOPMENT

Presented, *Parenting the Anxious Child*; Pinckney Community Schools

March 21, 2018

Attendee, Michigan Association of School Social Workers Conference

November 1-4, 2017

Attendee, Midwest Alcohol Policy Summit

April 1-3, 2014

Presented, *How to Effectively Facilitate Coalitions*; Utah Conference on Substance Abuse

September 22, 2011



MILL CREEK MIDDLE SCHOOL

Jami Bronson, Principal ♦ Brett Pedersen, Assistant Principal

7305 Dexter Ann Arbor Road, Dexter, Michigan 48130

(734) 424-4150 fax (734) 424-4159

bronsonj@dexterschools.org ♦ pedersenb@dexterschools.org

To: Dexter Board of Education
From: Jami Bronson
Subject: Social Worker Recommendation
Date: August 23, 2018

As a result of our most recent interview process we would like to recommend Molly Kalick for our Mill Creek Social Worker position. Molly's ability to work with students, staff, and parents comes highly praised along with her patience and ability to build relationships with all students.

Molly is a recent graduate of the University of Michigan School of Social Work, and previously trained at The James and Grace Lee Boggs School in Detroit and in Ann Arbor Public Schools at both Ann Arbor Academy and Pioneer High School. In her work as a school social worker, she has been committed to facilitating a positive environment for the students she served and she is very excited to bring her enthusiasm to Mill Creek. We are pleased to recommend her for our position.

Interview committee: Interview committee: Julia Arbour, Jami Bronson, Leanne Engle, Todd Fry, Katie Heikkila, Anne Nakon, Brett Pedersen, Debbie Sakowski, David Sinopoli, Karen Touchstone and several CS & L students

MOLLY KALICK

(contact info redacted)

EDUCATION	UNIVERSITY OF MICHIGAN	Ann Arbor, MI
	School of Social Work	
	<ul style="list-style-type: none">• Master of Social Work, April 2018• Emphasis: Interpersonal Practice with Children and Youth	
	BARNARD COLLEGE, COLUMBIA UNIVERSITY	New York, NY
	<ul style="list-style-type: none">• Bachelor of Arts in History, June 2013• Minor in Race and Ethnic Studies• Honors: Dean's List: 2010-2013	

EXPERIENCE		
2017-2018	PIONEER HIGH SCHOOL	Ann Arbor, MI
	Social Work Intern	
	<ul style="list-style-type: none">• Conducted initial MET evaluations for students referred for special education services and presented at the MET• Conducted data collection and reviews for 3-year evaluation MET reports and wrote for annual and reevaluation IEP's meetings• Provided affective support for students and their families to assist in improving social/emotional and academic goals• Provided crisis intervention as needed during the school day• Consulted with teachers around student performance and behavior• Investigated resources for students and families and made community agency referrals• Arranged a section of the Young Adult Awareness Symposium provided for all ninth and tenth grade students including outlining the topic, recruiting speakers and arranging classroom space• Conducted suicide threat assessments• Used on-line assessment tools, including Conners and BASC-3, and pencil and paper instruments, including RADS-2 and RCMAS-2• Participated in ADOS assessments	
2017-2018	ANN ARBOR ACADEMY	Ann Arbor, MI
	Social Work Intern	
	<ul style="list-style-type: none">• Designed and conducted social skills and communication groups for elementary and middle school students• Wrote for annual and reevaluation service plan meetings and conducted data collection and reviews and wrote for 3-year evaluation service plan reports• Developed, assessed, and documented progress on service plan goals• Performed assessments (BASC, RCMAS-2, RADS-2, CARS-2) and wrote and presented social developmental studies for special education evaluations and reevaluations	
2016-2017	THE JAMES AND GRACE LEE BOGGS SCHOOL	Detroit, MI
	Social Work Intern	
	<ul style="list-style-type: none">• Identified and prioritized problem areas within the school and worked with the administration on addressing issues observed in the community and in the student population• Implemented and conducted programs for the school in order to meet social and emotional needs of students, including individual counseling and student groups• Provided crisis intervention as needed during the school day	

- | | | |
|------------------------------------|--|----------------------|
| 2016-2017 | TEMPLE BETH EMETH
Religious School Teacher | Ann Arbor, MI |
| | <ul style="list-style-type: none"> • Developed creative and interactive curriculum and weekly lesson plans for eighth grade students on the subject of Jewish History | |
| 2014-2016 | UNIVERSITY OF MICHIGAN HILLEL
Berman Fellow | Ann Arbor, MI |
| | <ul style="list-style-type: none"> • Advised fifteen student-led groups, and supported the development, implementation, and evaluation of their diverse programming • Advised the Social Action Cohort within Hillel to develop effective social justice programs and educational initiatives for students with a focus on diversity, social justice, community building, and service • Facilitated the development of two Alternative Spring Break programs in Detroit with the intention of developing sustainable, yearlong advocacy and service initiatives | |
| 2012-2013 | SESAME WORKSHOP
Global Education Intern | New York, NY |
| | <ul style="list-style-type: none"> • Collaborated with National Ministry of Education of Colombia to develop a television series that promoted digital literacy and created a curriculum specific to the educational needs of Colombian children ages 3-7 • Represented Sesame Workshop in discussions with Latin America's UNICEF teams to set educational objectives for local Sesame Street initiatives • Organized curriculum seminar in Colombia overseeing all logistics including identifying educational specialists and preparing support materials • Liaised with key internal stakeholders at Sesame Workshop to garner organizational support and allocate resources to national outreach initiative for their Shalom Sesame programming | |
| Summers
2010 & 2011 | ROCA INC.
Summer Intern | Chelsea, MA |
| | <ul style="list-style-type: none"> • Created a curriculum for the Project Sol Summer Employment Program that focused on healthy relationships, educational and life skills, and pre-employment programming • Organized and facilitated Peacemaking Circles allowing young people to deal with challenges through an alternative communication method • Coordinated the High-Risk Young Mothers Program through program planning, organization, and the facilitation of workshops that included topics of sexual health, women's health, and intimate partner violence • Connected participants of the Healthy Families to community resources such as housing, employment opportunities and access to healthcare | |

TRAININGS & CERTIFICATIONS

- | | |
|-------------|---|
| 2018 | HIV/STI & Human Sexuality for Special Education Staff |
| 2018 | School Social Work Certification |
| 2018 | Trauma-Focused Cognitive Behavioral Therapy (CBT) |
| 2016 | Peacemaking Circles Training |



MILL CREEK MIDDLE SCHOOL

Jami Bronson, Principal ♦ Brett Pedersen, Assistant Principal
7305 Dexter Ann Arbor Road, Dexter, Michigan 48130
(734) 424-4150 fax (734) 424-4159

bronsonj@dexterschools.org ♦ pedersenb@dexterschools.org

To: Dexter Board of Education
From: Jami Bronson
Subject: Physical Education Recommendation
Date: August 21, 2018

As a result of our most recent interview process we would like to recommend Katherine Kuzma for our Mill Creek Physical Education position. Katherine's ability to work with students, staff, and parents comes highly praised along with her patience and ability to build relationships with all students.

Katherine has spent the last ten years as a math teacher in Stockbridge Schools. Her background as a group fitness instructor, coach, and Math/PE certification provides a unique and well-rounded blend. Katherine is a graduate of Dexter Schools and is very excited to return to her alma mater. We are pleased to recommend her for our position.

Interview committee: Joel Anderson, Jami Bronson, Leanne Engle, Todd Fry, Brett Pedersen, Ann Pregont, David Sinopoli, and several CS & L students.

KATHERINE KUZMA
(CONTACT INFO REDACTED)

PROFESSIONAL SUMMARY:

Enthusiastic and reflective educator dedicated to improving student self-esteem, knowledge, and performance in the areas of mathematics and Physical Education while incorporating creative lessons, strong teacher-student relationships, collaboration with staff, and a comfortable learning environment.

PROFESSIONAL PREPARATION:

Education

Master of Arts in Education SPRING ARBOR UNIVERSITY GPA: 4.0/4.0	June 2014 Spring Arbor, Michigan	Curriculum and Instruction
Bachelor of Arts in Mathematics ALBION COLLEGE GPA: 3.77/4.0	December 2007 Albion, Michigan Minor: Physical Education	Magna Cum Laude Shurmer Education Institute Secondary Education
Dexter High School GPA: 3.98/4.0	June 2003	Summa Cum Laude

Certification

- State of Michigan Professional Certificate (6-12) Mathematics (MB) & Physical Education (EX) (July 2013)
- Child and Adult CPR & AED Certification (2017)
- Zumba Instructor Certification (January 2011)
- Strong by Zumba Certification (July 2016)
- AFAA Group Fitness Certification (October 2017)
- NETA Kettlebell Specialty Certification (June 2018)
- NETA HIIT with Yoga Workshop (June 2018)

EDUCATION RELATED EXPERIENCE:

Teaching Experience

Stockbridge High School June 2008-present Stockbridge, Michigan

- Taught grades 8-12 in Algebra A with Support, Algebra A, Geometry, Algebra B, and Algebra C
- Selected by building administrator to attend Teacher's Learning Together conference series, a county wide RTI program focused on improving student motivation, engagement and literacy. (2010-2011)
- Maintained daily emphasis on providing one on one assistance to students.
- Evaluated efficacy of teaching methods on student learning consistently.
- Collaborated with math department to align high school curriculum with Common Core standards
- Created engaging lessons that utilized mathematical conversation, discovery, teamwork, and movement.
- Scaffolded lessons using guided notes for students needing extra support
- Provided students with quick and effective feedback to prepare them for success on unit assessments.
- Integrated technology into daily lessons to improve student motivation and support understanding
- Facilitated safe, non-threatening learning environment where students felt comfortable asking for help.
- Developed strong professional relationships with students, staff, parents, and administration
- Utilized Google Apps for Education



MILL CREEK MIDDLE SCHOOL

Jami Bronson, Principal ♦ Brett Pedersen, Assistant Principal
7305 Dexter Ann Arbor Road, Dexter, Michigan 48130
(734) 424-4150 fax (734) 424-4159

bronsonj@dexterschools.org ♦ pedersenb@dexterschools.org

To: Dexter Board of Education
From: Jami Bronson
Subject: Math Teacher Recommendation
Date: August 23, 2018

As a result of our most recent interview process we would like to recommend Natalie Park for our Mill Creek Math position. Natalie's dedication, passion, energy and ability to work with others comes highly praised.

Natalie attended West Virginia University earning both her Bachelor of Arts and Master of Arts in Elementary education with a Mathematics Specialization. Natalie has served in two long term substitute positions at Mill Creek and is highly regarded by the Mill Creek staff for her collaboration, teamwork, and love of kids! We are pleased to recommend her for our position.

Interview committee: Julia Arbour, Jami Bronson, Leanne Engle, Todd Fry, Brett Pedersen, Macy Selecman, David Sinopoli, Julie Wineman and several CS & L students

Natalie Park

[\(contact info redacted\)](#)

EDUCATION

Eastern Michigan University, January 2017- present
Post graduate studies, Science Education
Current GPA: 4.0

West Virginia University, August 1996 – August 1998
Degree: Master of Arts, Elementary Education
Overall GPA: 4.00

West Virginia University, August 1992 – December 1995
Degree: Bachelor of Arts, Elementary Education (K-8) with Mathematics Specialization (5-8)
Overall GPA: 3.44

EXPERIENCE

Substitute Teacher, Dexter, MI and Chelsea, MI Community Schools. April 2017 – Present. Served as a long term substitute, teaching 7th grade math and science at Mill Creek Middle School, Dexter, October 26, 2017- January 31, 2018 and 7th grade science April 2018-present.

Owner/Operator, Coffee House Creamery, Ann Arbor, MI. October 2007 – December 2016. Founded a business with a unique model for ice cream, coffee, soups, salads and sandwiches. Designed, built, owned and operated the business including customer care, menu development, staff management and financial management.

Substitute Teacher, Dexter Community Schools and Dexter Cooperative Nursery School, Dexter, MI. 2005 – 2007

Realtor, Coldwell Banker Honig-Bell, Naperville, IL. 2001 – 2003. Coordinated residential and commercial real estate sales, market analysis, appraisals, and marketing.

Elementary School Teacher, North Elementary School, Morgantown, WV. 1995 – 1999

ORGANIZATIONS

Presenter/ Lecturer at Great Lakes Ice Cream and Fast Food Association, 2008-present. Presenter at the Annual Trade Show and Conference, 2013. Presented for a group of fellow business owners a seminar titled, "How to hire an effective worker."

West Washtenaw Business Association, 2009-present. Awarded Business of the Year, 2017.



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

To: Dexter Board of Education
From: Katie See
Subject: Social Worker Recommendation
Date: August 23, 2018

As a result of our most recent interview process, we would like to recommend Rori Meyerink for the special education teaching position at Wylie. Rori received her master of social work from the University of Michigan. Previously, Mrs. Meyerink was a K-12 Special Education Supervisor in the Monroe Public Schools. Before that, she was a social worker and child coordinator in the Novi Community Schools. Rori comes very high recommended, and we are very excited for her to join our staff.

Our interview committee was comprised of: Patricia Steinbrecher, Scott Bartz, Angela Anderson, Sandy Sloan, Anne Nakon, and myself. We highly recommend Rori and feel confident that she will make a difference in the lives of Dexter students for years to come.

Thank you,

A handwritten signature in blue ink that reads "Katie See".

Katie See
Principal

Rori Meyerink

(contact info redacted)

Education:

Specialist, Special Education Administration and Supervision

Eastern Michigan University: 32 credits completed towards degree.

Master of Social Work, Interpersonal Practice – School Social Work

University of Michigan, Ann Arbor, MI December 1993

Bachelor of Arts, Psychology and Communication Arts

Aquinas College, Grand Rapids, MI April 1992

Credentials:

- MDE School Social Work Approval
- State of Michigan Licensed Master Social Worker: 6801067073
- Eligible for MDE Special Education Director / Supervisor Approval
- Upon completion of principalship, eligible for K-12 Administrator Certification

Employment Summary:

Monroe County Intermediate School District

K-12 Special Education Supervisor

1 year

8/2017 - 7/2018

- Provide leadership and supervision to 17 Self Contained Special Education Classrooms.
- Complete Special Education Teacher and Speech Language Pathologist evaluations using The Thoughtful Classroom.
- Participated in weekly ISD Special Education Administration Team meetings; working collaboratively to design, development, and implement special education programs.
- Co-facilitated Elementary English Language Arts PLC to develop guiding practices, assess and develop means to meet classroom needs and improve student outcomes in ELA.
- With two supervisor colleagues, planned and facilitated monthly county-wide special education teacher staff meetings.
- Monitored adherence to the approved curriculum and appropriate instructional practices for all students with IEPs in local based special education classrooms.
- Supported the collection and analysis of student learning data through weekly student team meetings.
- Assisted with recruitment and interview process for qualified candidates for special education staff positions.
- Responsible for discipline of students in ISD special education classrooms – advocated for the use of restorative practices.
- Ensured compliance with all policies of the Board of Education and administrative guidelines and procedures by staff and students.

- Worked cooperatively with Special Education Director to complete monitoring outcome activities and ensure district compliance with all State and Federal special education requirements.
- Facilitated county wide PD to train staff in writing IDEA / MARSE compliant Individualized Educational Plans specifically Skill / Data Specific PLAAFP with measurable goals and objectives.
- Provided county wide training regarding effective FBA / BIP development to psychologists, social workers and teacher consultants.
- Served as the District Rep. for challenging MET/IEP meetings.

Novi Community Schools

8 years

Child Find Coordinator

6/2015 – 8/2017

- Coordinated the day to day operations of the Novi Early Childhood Special Education Program including weekly staff meetings, student placement, and transitions in and out of the program.
- Lead the development and implementation of an inclusive preschool program (blended with the tuition preschool) to ensure children with IEPs receive services in the least restrictive environment.
- Expanded the Early Intervention Program (Birth to 3) by adopting the “Primary Service Model” and meeting student needs in their natural environment.
- Facilitated professional development on *Division of Early Childhood Recommended Best Practices* including Staff Collaboration, Instruction, Curriculum, and Assessment.
- Adopted the *Read-It-Once-Again* curriculum in the ECDD classrooms to improve Cognitive (Pre-Literacy) outcomes.
- Implemented staff use of the AEPS Online to ensure consistent assessment and data analysis for early childhood outcomes.
- Conducted Developmental Assessments of children ages birth to 5 as part of a multidisciplinary special education evaluation team.
- Facilitated IFSP, IEP, and MET meetings.
- Initiated and chaired the Early Childhood PBIS team.

K-4 School Social Worker

9/2009-6/2015

- Provided social emotional / behavior intervention services for students with IEPs and general education students needing Tier 2 or 3 supports.
- As a member of the MET, evaluated students for special education eligibility.
- Adapted guidelines to aid MET teams in evaluating students under the category of Otherwise Health Impaired with a rubric to aid the multidisciplinary team in determining the severity of impact of the medical condition on academic achievement and functioning in the school setting.

- When the district adopted a web-based IEP program, I worked with a team of 3 to develop guidance documents to assist staff in writing compliant IEPs / REEDS/ METS/ AMENDMENTS using MiStar.
- Revised the district Functional Behavior Assessment and Behavior Intervention forms based on the Prevent-Teach-Reinforce program and to include a BIP review form used to assess and document the student's progress and continuing needs.
- Developed *Word* and *Excel* electronic service logs and instructions for related service staff on the documentation of services provided and monitoring of student progress.
- Organized district teams to participate in the START K-12 Intensive Training and the Early Childhood Start training.
- Facilitated Love and Logic Parenting Seminars for elementary parents and teachers.

PCMI - South Lyon Community Schools

1 year

K-8 School Social Worker

8/2008 - 8/2009

- Provided social emotional / behavior intervention services for students with IEPs and general education students needing Tier 2 or 3 supports.
- As a member of the MET, evaluated students for special education eligibility.
- Acted as a liaison to connect families with community agencies such as community mental health, food assistance, DHHS, Salvation Army, Respite Services, etc.
- Conducted functional behavior assessments and facilitated behavior intervention planning meetings to address the needs of children with challenging behaviors in the educational setting.

St. Genevieve Catholic School -Livonia

3 years

PreK-8 School Social Worker

8/2005 - 8/2008

- Facilitated a building committee to develop a School Wide PBIS program and coordinated the implementation.
- Developed a Peer Mediation program, training middle school students as peer mediators for students in K-8th grade.
- Provided individual, small group and family intervention services to "at-risk" students.
- Facilitated Child Study Teams with classroom teachers and parents to ensure success of all students.
- Performed functional behavior assessments and developed individual behavior intervention plans.
- Coordinated with Livonia Public Schools for special education evaluations and non-public school services for students with disabilities.

State of Michigan – Depart. of Community Health

2 years

Western Michigan Regional Permanency Planner

9/1997 - 6/1999

- Served as a resource and consultant to implement service planning for high need children at risk for out of home / institutional placement.

- Served a liaison to CMH, families and hospitals to provide information and education regarding mental health services and alternatives to out of home placement.
- Screened for appropriate referrals to mental health services; assist local CMH in planning and developing resources for services when there was not a local capacity.
- Negotiated with hospitals and insurance companies regarding discharge plans and coverage; resolve individual cases as well as system barriers.
- Assist with facilitating use of the DMH Model II Waiver for appropriate children
- Participated in ongoing DHHS task forces, committees, and programs centered on service delivery to children and families.

Lenawee Intermediate School District

1 year

K-12 Social Worker

9/1996 – 8/1997

- Completed diagnostic evaluations of children suspected of having a disability.
- Collaborated with the MET / IEP teams to determine eligibility and develop individualized educational plans.
- Provided individual, group and family intervention services to special education and at-risk general education students.
- Served as a liaison between school, home, and community.

Downriver Guidance Center

2 years

Child / Family Crisis Interventionist

9/1994 - 8/1996

- Conducted psycho-social evaluations of adolescents demonstrating severe emotional and behavior problems.
- Provided 24-hour crisis intervention services and on-going child and family therapy.
- Linked families to appropriate community services such as children's ACT program, respite care, residential treatment, and psychiatric hospitalization.

Tue, Aug 7, 2018 at 8:37 AM

----- Forwarded message -----

From: **Mary Beth DiFranco** <difrancom@dexterschools.org>

Date: Tue, Aug 7, 2018 at 8:24 AM

Subject: resignation

To: Katherine See <seek@dexterschools.org>, Barb Santo <santob@dexterschools.org>, Jessica Baese <baesej@dexterschools.org>

Cc: Anne Nakon <nakona@dexterschools.org>

This email is to officially notify you that I am resigning from my current position as school social worker at Wylie Elementary effective immediately.

My office keys, laptop, ipad and badge have been turned in with Ryan in technology this morning.

Thank you for the opportunity to work for Dexter Schools.

--
Mary Beth DiFranco, LMSW
School Social Worker
difrancom@dexterschools.org
Wylie Elementary School
3060 Kensington St.
Dexter, MI 48130
(734) 424-4140 extention-4204
(734) 424-4149 fax

"A thousand words will not leave so deep an impression as one deed" — Henrik Ibsen

I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."

— Maya Angelou

From: **James Stearns** <stearnsj@dexterschools.org>

Date: Fri, Aug 10, 2018 at 3:12 PM

Subject: Letter of Resignation

To: Jami Bronson <bronsonj@dexterschools.org>, Tara Basso <bassot@dexterschools.org>

Good afternoon,

I am writing to communicate that I have officially accepted a position outside of the district for the 2018-2019 school year. I have more than enjoyed my time in the Dexter Community Schools and have grown in many ways thanks to the amazing staff and leadership at Mill Creek. I am sad to leave but believe this decision is what is best for my family and career in the future.

--

Jack Stearns

8th Grade Math Teacher

Mill Creek Middle School

734-424-4150 x 5205

stearnsj@dexterschools.org

Dexter Community Schools
Board of Education
Executive Summary and Recommendation

Purpose: To suspend the current definition of voting included in Board Bylaws.

Explanation: The current board bylaws include an inaccurate legal reference for the definition of "voting." NEOLA plans to release an updated, accurate definition in September. The recommendation is to suspend the definition until the policy update.

The Vice-President of the Board of Education. (See Bylaw 0170)

Voting

A vote at a meeting of the Board of Education. The law requires that Board members must be physically present in order to have their vote officially recorded in the Board minutes.

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



Recommendation: It is the recommendation of the Superintendent that the DCS Board suspend the definition of voting included in the bylaws until a new definition is adopted.

REVISED BYLAW 0100 - SPECIAL UPDATE – APRIL 2018 - SOCIAL MEDIA

DEFINITIONS

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

Administrative Guideline

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

Agreement

A collectively negotiated contract with a recognized bargaining unit.

Apps and Services

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

Board

The Board of Education.

Bylaw

Rule of the Board for its own governance.

Classified or Support Employee

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

District

The School District.

Due Process

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

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

Full Board

Authorized number of voting members entitled to govern the District.

Information Resources

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

May

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

Meeting

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

Parent

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

Personal Communication Devices

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

Policy

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

President

The chief executive officer of the Board of Education.
(See Bylaw 0170)

Principal

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

Professional Staff Member

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

Relative

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

Secretary

The chief clerk of the Board of Education. (See Bylaw 0170)

Shall

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

Should

This word is used when an action by the Board or its designee is desired, suggested, or encouraged, but not required.

Social Media

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

Student

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

Superintendent

The chief executive officer of the School District. Responsible to supervise all programs and staff of the District and to implement Board policy and follow Board directives. Consistent with Board

**BOARD OF EDUCATION
DEXTER COMMUNITY SCHOOL DISTRICT**

BYLAWS
0100/page 6 of 7

policies and directives, the Superintendent may delegate responsibility to subordinates as appropriate.

Technology Resources

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

Treasurer

The chief financial officer of the District. (See Bylaw 0170)

Vice-President

The Vice-President of the Board of Education. (See Bylaw 0170)

Voting

A vote at a meeting of the Board of Education. The law requires that Board members must be physically present in order to have their vote officially recorded in the Board minutes.

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

REVISED POLICY - VOL. 31, NO. 1

PROBATIONARY TEACHERS

The Board of Education recognizes its obligation to employ only those professional staff members best trained and equipped to meet the educational needs of the students of this District. The Board shall discharge that obligation by retaining in service only those probationary teachers who meet those standards.

Teachers, new to the District, who have not previously acquired tenure in the State of Michigan, will be in a probationary status for the first five (5) years of employment before becoming eligible for tenure in the District, except as provided below. A teacher must receive ratings of Effective or Highly Effective on the last three (3) annual performance evaluations to achieve tenure.

Probationary teachers who are rated highly effective on the annual performance evaluation in years 2, 3 and 4 achieve tenure after four (4) years. Any teacher having tenure in the district as of July 19, 2011, will not be required to serve additional probation.

Teachers, new to the District, who have previously acquired tenure in any other Michigan school district, shall be required to serve two (2) years of probation before becoming eligible for tenure in the District but may, at the Board's option, be placed immediately on continuing tenure.

The Superintendent shall ensure that all probationary teachers are provided an Individualized Development Plan, evaluated in a timely manner by appropriate administrators, notified of areas of which performance is not meeting expectations, and are provided assistance in improving their performance.

**BOARD OF EDUCATION
DEXTER COMMUNITY SCHOOL DISTRICT**

PROFESSIONAL STAFF
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The Board shall annually review the performance of all probationary teachers by a date adequate to ensure timely compliance with all statutory, contractual, and other applicable timelines. The Superintendent shall provide to the Board a written recommendation with regard to each such teacher specifically noting the extent to which the probationary teacher's performance is meeting District expectations. On the basis of its review, the Board may, in its discretion, (1) non-renew employment based on unsatisfactory performance; or (2) continue the probationary period of employment if not otherwise eligible for tenure (not to exceed the statutory probation periods). The Board's review of such recommendation shall comport with all applicable statutory, contractual, or other legal requirements.

The Superintendent shall ensure that appropriate notices of the Board's actions are timely sent and delivered to all affected probationary teachers. The Superintendent shall further ensure that appropriate guidelines are drafted implementing the requirements of the Teacher Tenure Act.

A teacher who is in a probationary period may be dismissed from his/her employment by the Board at anytime.

M.C.L. 38.81 et seq.

© **NEOLA 2016**

NEW POLICY - VOL. 31, NO. 2 [OPTIONAL]

OPIOID ANTAGONISTS

The Board has determined that it is in the best interests of its students and employees to have opioid antagonists available to be administered, if necessary, by appropriately trained personnel.¹ Therefore, the Board adopts this policy to govern the handling and administration of opioid antagonists consistent with the following processes, procedures and limitations.

Beginning with the 2017/2018 school year, the District shall have at least two employees who have been trained in the appropriate use and administration of an opioid antagonist. The training shall be done in a manner that has been approved by a licensed registered professional nurse. Only a nurse employed or contracted by the District or an appropriately trained school employee may possess and administer an opioid antagonist.

Trained personnel in the District shall possess at least one package of an opioid antagonist. The opioid antagonist may be administered by a school nurse or a trained school employee to a student or other individual on school grounds who is believed to be having an opioid-related overdose. An opioid-related overdose is a condition, including, but not limited to, extreme physical illness, decreased level of consciousness, respiratory depression, coma, or death, that results from the consumption or use of an opioid or another substance with which an opioid was combined or that an individual who has received training approved by a licensed professional nurse in the administration of an opioid antagonist would believe to be an opioid-related overdose that requires medical assistance.

Any school personnel who have reason to believe that a student is having an opioid-related overdose must call 911.

¹ An opioid antagonist is naloxone hydrochloride or any other similarly acting and equally safe drug approved by the U.S. Food and Drug Administration for the treatment of drug overdose.

Any person who administers an opioid antagonist to a student shall promptly notify

- (x) the student's parent/guardian.
- () _____, who shall be responsible for promptly notifying the student's parent/guardian that an injection has been administered.

The person who notifies the student's parent/guardian must encourage the parent or guardian to seek treatment for the student from a substance use disorder services program.

It shall be the responsibility of the School Resource Officer (SRO) to be sure that the supply of opioid antagonists is maintained at the appropriate level and they have not expired. The District Nurse shall also be responsible for coordinating the training of District employees to administer the opioid antagonists and to maintain the list of employees authorized to administer the antagonists.

The District's training regarding the administration, maintenance, and storage of opioid antagonists shall be consistent with PO 5330, AG 5330 and the Michigan Department of Education's medication administration guidelines, as amended.

At least annually, the Superintendent will report all instances in which an opioid antagonist was administered to a student using the school's stock of opioid antagonists to the Michigan Department of Education, using the form and in the manner required by the MDE.

M.C.L. 380.1179b

REVISED POLICY - VOL. 31, NO. 2

WELLNESS

As required by law, the Board of Education establishes the following wellness policy for the Dexter Community School District.

The Board recognizes that good nutrition and regular physical activity affect the health and well-being of the District's students. Furthermore, research concludes that there is a positive correlation between a student's health and well-being and his/her ability to learn. Moreover, schools can play an important role in the developmental process by which students establish their health and nutrition habits by providing nutritious meals and snacks through the schools' meal programs, by supporting the development of good eating habits, and by promoting increased physical activity both in and out of school.

The Board, however, believes this effort to support the students' development of healthy behaviors and habits with regard to eating and exercise cannot be accomplished by the schools alone. It will be necessary for not only the staff, but also parents and the public at large to be involved in a community-wide effort to promote, support, and model such healthy behaviors and habits.

The Board sets the following goals in an effort to enable students to establish good health and nutrition habits.

- A. With regard to nutrition education, the District shall ensure that:
 - (X) Nutrition education shall include enjoyable, developmentally appropriate and culturally relevant participatory activities, such as contests, promotions, taste testing, and others.
 - (X) Nutrition education posters, such as the Food Pyramid Guide, will be displayed in the cafeteria.
 - (X) The school cafeteria shall serve as a learning lab by allowing students to apply the knowledge, attitudes, and skills taught in the classroom when making choices at mealtime.
 - (X) Nutrition education standards and benchmarks promote the benefits of a balanced diet that includes fruits, vegetables, whole grain products, and low-fat and fat-free dairy products.

- B. With regard to physical activity:
 - 1. Physical Education
 - (X) The District shall provide a sequential, comprehensive physical education program for students in K-12 in accordance with the standards and benchmarks established by the State.
 - (X) The physical education curriculum shall provide sequential instruction related to the knowledge, attitudes, and skills necessary to participate in lifelong, health-enhancing physical activity.
 - (X) The K-12 program shall include instruction in physical education as well as opportunities to participate in competitive and non-competitive team sports to encourage lifelong physical activity.

- (X) Planned instruction in physical education shall require students to be engaged in moderate to vigorous physical activity for at least fifty percent (50%) of scheduled class time.
- (X) Properly certificated, highly qualified teachers shall provide all instruction in physical education.
- (X) Planned instruction in physical education shall teach cooperation, fair play, and responsible participation.
- (X) Planned instruction in physical education shall meet the needs of all students, including those who are not athletically gifted.

2. Physical Activity

- (X) Physical activity () **shall (X) should** not be employed as a form of discipline or punishment.
- (X) Where appropriate, all after-school programs shall provide developmentally appropriate physical activity for the students who participate.

Students in grades K-6 shall be provided a minimum of two fifteen-minute recesses per full day.

C. With regard to other school-based activities the District shall:

- (X) Students, parents, and other community members shall have access to, and be encouraged to use, the school's outdoor physical activity facilities outside the normal school day following posted times and usage policies.
- (X) Schools in our system shall utilize electronic identification and payment systems, therefore, eliminating any stigma or identification of students eligible to receive free and/or reduced meals.

D. With regard to nutrition promotion, any foods and beverages marketed or promoted to students on the school campus, during the school day, will meet or exceed the USDA Smart Snacks in School nutrition standards.

Additionally, the District shall:

- (X) Create an environment that reinforces the development of healthy eating habits, including offering the following healthy foods that comply with the USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition standards:
 - (X) a variety of fresh produce to include those prepared without added fats, sugars, refined sugars, and sodium
 - (X) a variety of vegetables daily.
 - (X) the school will offer at least two different milk choices.
 - (X) meals designed to meet specific calorie ranges for age/grade groups
- (X) eliminate trans-fat from school meals

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- (X) require students to select a fruit or vegetable as part of a complete reimbursable meal
- (X) provide opportunities for students to develop the knowledge and skills for consuming healthful foods
- (X) The District nutrition department will partner with Farm to School efforts in order to provide the healthy foods identified above.

Furthermore, with the objectives of enhancing student health and well being, and reducing childhood obesity, the following guidelines are established:

- A. In accordance with Policy 8500, entitled Food Service, the food service program shall comply with Federal and State regulations pertaining to the selection, preparation, consumption, and disposal of food and beverages, including but not limited to the USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition standards, as well as to the fiscal management of the program.
- B. As set forth in Policy 8531, entitled Free and Reduced Price Meals, the guidelines for reimbursable school meals are not less restrictive than the guidelines issued by the U.S. Department of Agriculture (USDA).

The sale of foods of minimal nutritional value in the food service area during the lunch period is prohibited.

- C. The sale to students of foods and beverages that do not meet the USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition standards to be consumed on the school campus during the school day is prohibited.
- D. All food items and beverages available for sale to students for consumption on the school campus (any area of property under the jurisdiction of the school that is accessible to students during the school day) between midnight and thirty (30) minutes after the close of the regular school day shall comply with the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition standards, including, but not limited to, competitive foods that are available to students a la carte or as entrees in the dining area (except entree items that were offered on

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the National School Lunch Program (NSLP) or School Breakfast Program (SBP) menu on the day of and the day after they are offered on the NSLP or SBP menu), as well as food items and beverages from vending machines, from school stores, or as fund-raisers, including those operated by student clubs and organizations, parent groups, or boosters clubs.

- E. All foods offered on the school campus during the school day shall comply with the current USDA Dietary Guidelines for Americans, including competitive foods that are available to students a la carte in the dining area, as classroom snacks, or from vending machines.

- F. All food and beverages that are provided, other than through sale, on the school campus during the school day (which may include classroom snacks, for classroom parties, and at holiday celebrations) shall comply with the

food and beverage standards approved by the Superintendent.

[It is recommended that one (1) or more of the following be selected:

- (X) The food service program will provide all students affordable access to the varied and nutritious foods they need to be healthy and to learn well.
- (X) The food service program shall be administered by a qualified nutrition professional.
- (X) Continuing professional development shall be provided for all staff of the food service program.

The Board designates the **(X)** Superintendent as the individual(s) charged with operational responsibility for verifying that the District meets the goals established in this policy.

The Superintendent shall appoint a District wellness committee that includes the opportunity for parents, students, representatives of the school food authority, educational staff (including health and physical education teachers), mental health and social services staff, school health professionals, members of the public and school administrators to participate in development, implementation, evaluation and periodic update of the wellness policy. The Wellness Committee shall be an ad hoc committee with members recruited and chosen annually.

The Wellness Committee shall be responsible for:

- B. review of the District's wellness policy;
- C. presentation of the wellness policy to the school board for approval;

Before the end of each school year the Wellness Committee shall recommend to the Superintendent any revisions to the policy it deems necessary and/or appropriate. In its review, the Wellness Committee shall consider evidence-based strategies in determining its recommendations.

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The Superintendent shall report annually to the Board on the progress of the Wellness Committee and on its evaluation of policy implementation and areas for improvement, including status of compliance by individual schools and progress made in attaining goals of policy.

The Superintendent is also responsible for informing the public, including parents, students and community members, on the content and implementation of this policy. In order to inform the public, the Superintendent shall:

- (X) distribute information at the beginning of the school year to families of school children;
- (X) include information in the student handbook;

and post the policy on the District's website, including the Wellness Committee's assessment of the implementation of the policy.

The District shall assess the Wellness Policy at least once every three (3) years on the extent to which schools in the District are in compliance with the District policy, the extent to which the District policy compares to model wellness policies, and the progress made in attaining the goals of the District Wellness Policy. The assessment shall be made available to the public

- (X) on the School District's web site.

42 U.S.C. 1751, Sec. 204
42 U.S.C. 1771
7 C.F.R. Parts 210 and 220

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Behind the Scenes at the Capitol 2018 @ Lansing

Date/Time: Sept. 20, 2018, 8:30 a.m. – 1 p.m.

Join MASB's Government Relations Team for a behind-the-scenes look and hands-on advocacy training at the State Capitol. Board members who participate will hear from Capitol insiders on what they consider to be the most effective ways to work with your legislators, change their opinions and be effective citizen advocates.

The event will take place in the Mackinac Room in the House Office Building in Lansing starting at 8:45 a.m. Space is limited to 75 participants. [Contact MASB Government Relations if you have any questions.](#)

[Download Registration Form](#)

Cost: \$105

Location: House Office Building
Mackinac Room
124 N Capitol Ave
Lansing, MI 48933

Due to construction at the Capitol, the majority of sessions will be held in the House Office Building. Please wear comfortable shoes for walking over to and around the Capitol to visit both the House and Senate sides.

Agenda

8:30 – 8:45 a.m.	Registration
8:45 – 9 a.m.	Welcome: Introduction & Overview Jennifer Smith, MASB Director of Government Relations and Mitch Albers, MASB Assistant Director of Government Relations
9 – 10 a.m.	Legislator Panel Including legislators who have served as school board members
10 – 10:15 a.m.	Break and Head to the Capitol
10:15 – 10:30 a.m.	Senate Gallery With Formal Welcome From a State Senator
10:30 – 10:45 a.m.	House Floor Tour With a State Representative
10:45 – 11 a.m.	Break and Head Back to House Office Building
11 – 11:40 a.m.	Lobbyist Panel Discussing the differences and legislative issues
11:45 a.m. – 12:30 p.m.	Lunch and Advocating

Legislators representing attendees will be invited

12:30 – 1 p.m.

**What Have We Seen/What Did We Miss?
Discussion and Q & A
Jennifer Smith, MASB Director of Government
Relations and Mitch Albers, MASB Assistant
Director of Government Relations**

1 p.m.

Adjourn
Optional: Self-guided tour of Capitol or watch
House session live

1:30 p.m.

Optional: Guided Tour of Capitol

Billing Policy: A \$25 fee will be added per attendee to any balance due as of the date of the class/event.

Cancellation Policy: All cancellations must be in writing. A \$25 cancellation fee will be charged for any and all cancellations. Substitutions are accepted in lieu of a cancellation. No refund one week from event.

MASB reserves the right to CANCEL all classes with fewer than 15 participants. Classes may be rescheduled due to weather. Registration and attendance at, or participation in MASB's conferences, CBAs and other activities constitutes an agreement by the registrant to MASB's use and distribution of the attendee's image or voice in photographs, videotapes, electronic reproductions and audiotapes of such events.

[Download Registration Form](#)

<http://www.masb.org/TrainingEvents/OtherEvents/DetailsPage/tabid/568/ArticleID/943/Behind-the-Scenes-at-the-Capitol-2018-Lansing.aspx#sthash.29UNKWYt.dpbs>

Facilities Committee Meeting Minutes

Date: Thursday, July 26th, 2018
Project: Dexter Community Schools – 2017 Bond
Location: Copeland Administration Bldg.
Time: 5:00-6:00 pm

Attendees: DCS: Chris Timmis, Sharon Raschke, Rob Mitzel, Ron Darr, Dick Lundy
GCC: Jerry Brand, Andrea Andres, Mike Nowosad

PUBLIC COMMENTS

- a. None.

2. Review minutes from June 7th, 2018 meeting
 - a. Motion to approve by Mitzel 2nd by Darr. Approved.

ACTION ITEMS

1. NES/ROW Change Order Information & Funds Transfer
 - a. Transfer of funds (\$470,400) from Mill Creek site improvement budget to New Elementary School budget.
 - i. Jerry Brand and Mike Nowosad presented an update of the New Elementary School budget.
 - ii. Motion to approve transfer of \$470,400 from the Mill Creek site improvement budget to the New Elementary School Budget by Lundy, 2nd by Darr. Approved.

DISCUSSION ITEMS

1. DHS Twin & Creekside Quad Budget Discussion
 - a. Mike Nowosad and Jerry Brand presented a budgeted update for the DHS Twin and Creekside Quad projects.

INFORMATION ITEMS

1. Jerry Brand presented a traffic engineering recommendation from OHM Consultants that recommends
 - a. Moving parent drop off / pick up to the south parking lot area, using the new roundabout south driveway entrance and closing the existing entrance to that lot. This should eliminate unsafe backups and left hand turns onto Baker Rd.
 - b. Moving bus drop off / pick up back to the original (east side) bus loop in front of Creekside and marking it clearly BUSES ONLY both on the pavement and by signage.
 - c. Marking the north parking lot as restricted access for staff only and
 - d. Closing the connector drive between the north parking lot and the bus loop.
 - e. All these recommendations were discussed and agreed as appropriate actions.
 - f. Granger proposed to implement them all using temporary barricades such that these recommendations may be tested for a full school term before implementing the proposed permanent changes. The committee offered general consensus for this trial.

2. Jerry Brand presented OHM's traffic study recommendations. The report recommends installing rapid flashing beacons at four cross walk locations; Baker Rd, Dan Hoey & Dongara, Dan Hoey at Mill Creek Drive, and Ann Arbor & Kensington.

PUBLIC COMMENTS

- a. None.

Meeting adjourned at 6:05 pm

ATTACHMENTS

1. Minutes from June 7th, 2018 Meeting
2. New Elementary School Change Order Summary
3. BP04/BP06 Summary Budget, Bid & Contingency Report
4. Creekside Parking Lot Figure
5. Cross Walk Report Excerpt