

BOARD PACKET

June 6, 2016



Our Vision:

Champion Learning –

Develop, Educate, and Inspire!

Vision: Champion Learning -- Develop, Educate, and Inspire

BOARD MEETING AGENDA

- A. ROLL CALL - PLANNED ABSENCES – none
- B. MEETING MINUTES – 5/16/2016
- C. APPROVAL OF AGENDA
- D. SCHOOL PRESENTATIONS
 - 1. Mill Creek CS&L Student Recognition
 - 2. Spring Break in China – Jaime Dudash & Cheryl Darnton
- 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
- I. **ACTION ITEMS**
 - 1. Policy – Second Reading
 - 2. MHSAA Membership Resolution
- J. **DISCUSSION ITEMS**
 - 1. Grades 5-8 Chromebook Proposal – Mollie Sharrar
 - 2. Delay Implementation of Uniform Guidance Procurement Policy
 - 3. Budget
 - 4. 2016-2017 Board Calendar
- K. **PUBLIC PARTICIPATION:** *See Policy 0167.3*
- L. **BOARD COMMENTS**
- M. **INFORMATION ITEMS**
 - 1. Personnel Committee Meeting Minutes
 - 2. Reproductive Health Committee Two-Year Report
 - 3. AATU Mill Creek Trout Project Write-Up
- N. **CLOSED SESSION**
 - 1. Negotiations

CALENDAR

***Friday, June 10**

Last Day of School (half day)

***Monday, June 20 – 7:00pm**

Board Meeting (Copeland)
Budget Hearing

• Board Members Only (Confidential Item)
Board Members Only (Public Document - Limited Supply)

Mission: We will 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.

**BOARD NOTES
BOARD MEETING
MAY 16, 2016**

A. ROLL CALL: PLANNED ABSENCES - NONE

B. MEETING MINUTES (5/16/2016)

C. 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 would be, "I move that the agenda be approved as presented / amended."

D. SCHOOL PRESENTATIONS

1. Mill Creek CS&L Student Recognition
2. Spring Break in China – Jaime Dudash & Cheryl Darnton

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 Hire. Your packet contains a resume and a letter of recommendation for hire from Mill Creek Principal Jami Bronson for the open Careers/ technology teaching position at Mill Creek.

* An appropriate motion might be, "I move that Leanne Engle be offered a probationary teaching contract for the 2016-17 school year."

I. ACTION ITEMS

1. Policies – Second Reading. Your packet contains a summary along with draft policies 1240 (Evaluation of the Superintendent), 1420 (School Administrator Evaluation), 2623 (Student Assessment), 3131 (Staff Reduction/Recalls), and 3220 (Professional Staff Evaluation) that were approved for first reading and discussion at the May 16, 2016 Board meeting and are ready for second reading and final approval this evening.

* An appropriate motion might be, "I move that draft policies 1240 (Evaluation of the Superintendent), 1420 (School Administrator Evaluation), 2623 (Student Assessment), 3131 (Staff Reduction/Recalls), and 3220 (Professional Staff Evaluation) be approved for second reading and final approval as amended / presented."

2. Policies – Second Reading. MHSAA Membership Resolution. Each year the Board of Education must take official action to join the Michigan High School Athletic Association (MHSAA). This allows our athletic teams to compete at the district regional and state level for MHSAA sponsored state championships.

* An appropriate motion might be, "I move that the Dexter Community Schools join the Michigan High School Athletic Association and agree to participate according to its rules and regulations."

BOARD NOTES
BOARD MEETING
MAY 16, 2016

J. DISCUSSION ITEMS

1. Grades 5-8 Chromebook Proposal. Executive Director of Curriculum and Strategic Initiatives Mollie Sharrar will share a slideshow proposal to provide Chromebook machines for 5th through 8th graders. This slideshow is posted in PDF format on our website for your reference. Go to District>Board>Board Presentations.
2. Delay Implementation of the Uniform Guidance Procurement Policy. Your packet includes a memo from Chief Financial Officer Sharon Raschke regarding updated U.S. Department of Education OMB Education Department General Administrative Regulations. Ms. Raschke explains her recommendation that the Board delay implementation of Guidance 2CFR 200.317-.326 to July, 2017.
3. Budget. Your packet includes a budget summary reviewed by the Finance Committee at their scheduled meeting earlier this evening.
4. 2016-17 Board Calendar. Your packet contains a proposed calendar for meeting dates for the 2016-17 school year for input.

K. PUBLIC PARTICIPATION: *See Policy 0167.3*

L. BOARD COMMENTS

M. INFORMATION ITEMS

1. Personnel Committee Meeting Minutes
2. Reproductive Health Committee Two-Year Report
3. AATU Mill Creek Trout Project Write-Up

N. CLOSED SESSION

1. Negotiations

DEXTER COMMUNITY SCHOOLS BOARD OF EDUCATION
MEETING MINUTES – May 16, 2016

A. ROLL CALL

Members Present: Ron Darr, Bonnie Everdeen, Daryl Kipke, Dick Lundy, Barbara Read, Julie Schumaker, Michael Wendorf, Student Representative Rylee Kim

Members Absent: Student Representative James Morgan

Administrative & Supervisory Staff: Mollie Sharrar, Chris Timmis, Hope Vestergaard

D.E.A.: Jessica Baese

D.E.S.P.A.: none

Transportation: none

Press: Sean Dalton, We Love Dexter, Kyle Bucholz, Sun Times

Guests: Rob Mitzel, Roxann Keating

The meeting was called to order at approximately 7:02pm by Board President Michael Wendorf.

B. MEETING MINUTES

The Board reviewed meeting minutes from 5/2/2016.

A motion was made by Julie Schumaker and seconded by Dick Lundy to approve the meeting minutes of 5/2/2016. **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.

A motion was made by Dick Lundy and seconded by Julie Schumkaer to approve the agenda as presented. **Motion Carried (unanimous).**

D. SCHOOL PRESENTATIONS

1. WISD Assistant Superintendent for Business Services Brian Marcel and WISD Superintendent Scott Menzel were present to share information about the 2016-17 WISD Budget. Superintendent Menzel thanked the Board and citizens of Dexter for their support of the recent Special Education millage. After a brief explanation of the budget process, Mr. Marcel walked the board through a paper version of a slide presentation explaining various components of the budget as well as reasoning behind certain projections. (A PDF of the slides will be posted on the district website under Board>Board Presentations.)

E. SUPERINTENDENT UPDATE

Superintendent Chris Timmis updated the Board on several items:

1. Julie Schumaker was given the MASB Award of Distinction at the MASB Legislative Breakfast earlier in the day.

2. The Superintendent shared a National School Board Association FAQ for school board members and staff regarding Transgender Students in Schools.

3. The 6th, 7th, and 8th grade team applications for the Base Camp (<http://summitbasecamp.org>) pilot program were approved late last week.

Executive Director of Instruction and Strategic Initiatives Mollie Sharrar is working on travel arrangements; Mill Creek principal Jami Bronson is putting together her

DEXTER COMMUNITY SCHOOLS BOARD OF EDUCATION
MEETING MINUTES – May 16, 2016

teams; parents are beginning to inquire about how students will be placed on Base Camp pilot teams. Mrs. Sharrar said they are still discussing that and other practical elements.

4. Facilities: the high school chiller is leaking oil and needs an expensive repair. Granger performed a facilities audit to determine recommendations for repairs and improvements to maintain facilities and mechanical systems. The bottom line numbers were significantly higher than anticipated so the district is looking at options to finance necessary repairs as well as any reasonable adjustments that can be made to the Granger recommendations.

5. The District is looking at creating a position for a graduation coach to use innovative strategies and support to help struggling students graduate. A committee of high school staff will be presenting their recommendations soon and the position is expected to be in place by fall.

6. The second window for School of Choice applications received 25 applications, thirteen of which were for students currently enrolled in the district who will be moving and would like to stay.

F. STUDENT REPRESENTATIVES UPDATE

1. Rylee Kim shared that the high school organics club has been sprucing up the greenhouse. The girls' tennis team is still doing well and has regionals this Thursday. The DHS Red Cross club has completed several blankets for Mott Children's Hospital and has several more in the works.

G. PUBLIC PARTICIPATION

1. Rob Mitzel asked how parents will be informed about Base Camp and how students will be placed on teams.

H. CONSENT ITEMS

One motion was made for consent items 1 and 2.

1. Board members reviewed the resignation letter of teacher Margaret Hanna and the retirement letter of Ava Slemrod.

A motion was made by Daryl Kipke and seconded by Dick Lundy to accept the resignation of Margaret Hanna and the resignation of Ava Slemrod. **Motion Carried (unanimous).**

2. Board members reviewed the April 2016 Budget Report.

A motion was made by Daryl Kipke and seconded by Dick Lundy to receive the April 2016 Budget Report. **Motion Carried (unanimous).**

I. ACTION ITEMS

1. WISD Budget Approval.

The Board reviewed the WISD 2016-17 Budget at the March 2, 2016 meeting and had the opportunity to ask questions of Superintendent Scott Menzel and Assistant Superintendent of Business Services Brian Marcel during the earlier School Presentation portion of this meeting.

Julie Schumaker moved that the Board of Education approve the attached Washtenaw Intermediate School District Resolution expressing support for the

DEXTER COMMUNITY SCHOOLS BOARD OF EDUCATION
MEETING MINUTES – May 16, 2016

2016-17 WISD proposed budget. Ron Darr seconded the motion. **Motion Carried (unanimous).**

2. Policy – First Reading.

The Board reviewed a summary along with draft policies 1240 (Evaluation of the Superintendent), 1420 (School Administrator Evaluation), 2623 (Student Assessment), 3131 (Staff Reduction/Recalls), and 3220 (Professional Staff Evaluation) that were reviewed by the policy.

A motion was made by Julie Schumaker and seconded by Bonnie Everdeen that draft policies 1240 (Evaluation of the Superintendent), 1420 (School Administrator Evaluation), 2623 (Student Assessment), 3131 (Staff Reduction/Recalls), and 3220 (Professional Staff Evaluation) be approved for First Reading as presented. **Motion Carried (unanimous).**

J. DISCUSSION ITEMS

1. Budget Update.

Superintendent Chris Timmis shared 2016-17 budget information that has been updated following the passage of the special education millage. The per pupil funding has yet to be determined by the legislature, that information is expected to be determined around the second week of June. Based on current projections, the district expects the budget to come in close to balanced.

K. PUBLIC PARTICIPATION

1. Rob Mitzel mentioned he would like to hear more about the project element of Summit Base Camp.

L. BOARD COMMENTS

1. Julie Schumaker updated the board on several legislative items from the Washtenaw Association of School Boards Legislative Relations Network breakfast:

- State revenue projections for the General Fund and School Aid Fund are down, which may affect per pupil funding for 2016-17. The legislature's goal is to maintain the foundation increases proposed by the conference committee, however, targeted funds may be at risk. It will likely be the second week of June before final numbers are known.
- There is a proposal for a five million dollar allocation to private schools for safety measures, which House Democrats suggest is unconstitutional;
- In terms of assessment, the M-Step will likely be used through the 2017-18 school year;
- Regarding the Detroit Public Schools bailout, discussions are ongoing, including using the tobacco settlement fund;
- The third grade reading proficiency or retention bill is still pending and is expected to be a lame duck issue;
- There has been discussion of the expansion of sinking fund opportunities, also expected to be a lame duck issue;

DEXTER COMMUNITY SCHOOLS BOARD OF EDUCATION
MEETING MINUTES – May 16, 2016

- There were questions about why the results of the school funding adequacy study have not been released, with some inferring that results won't be released until next year's budget has been determined because it is not likely to meet the adequacy study's recommendations;
- School districts are discussing the Common Calendar and some districts are applying for waivers to start school before Labor Day; calendar waivers are increasing as more schools move toward a balanced (year-round) schedule;
- There have been bills introduced to prohibit the practice of expelling students for truancy, as that is not seen as an effective solution to the problem.

Dr. Schumaker also noted the E4DS launch of a campaign to raise \$400,000 to support the addition of 6 enrichment positions at each building for 2016-17.

2. Barbara Read shared the results of the recent SEC Track and Field finals. The girls took first place by four points with a last-minute win, and the boys placed second but overall performed much better than last year.
3. Michael Wendorf noted that 2013 graduate Alexey Vermeulen has signed a professional contract with Team Lotto Jumbo of the Netherlands after two years of riding professionally for the Continental BMC Development Team. Alexey is competing in the Tour of California race this week.
4. Dick Lundy shared his opinion that high performing districts should be rewarded for their accomplishments with reduced state control in order to continue progress.

M. INFORMATION ITEMS

1. Finance Committee Minutes - 4/29/2016

A motion was made by Dick Lundy and seconded by Bonnie Everdeen that the Board of Education move into executive session at approximately 8:30pm for the purpose of discussing negotiations. **Majority Vote. Motion carried (unanimous).**

N. CLOSED SESSION

1. The Board of Education discussed contract negotiations.

President Michael Wendorf convened to open session at approximately 9:08pm.

A motion was made by Dick Lundy and seconded by Daryl Kipke to adjourn the meeting at approximately 9:09pm. **Motion Carried (unanimous).**

MINUTES/hlv

Bonnie Everdeen, Secretary
Board of Education



Mill Creek Middle School
7305 Dexter Ann Arbor Rd
Dexter, Michigan 48130
734-424-4150
734-424-4159 fax

Jami Bronson
Principal
bronsonj@dexterschools.org

Brett Pedersen
Assistant Principal
pedersenb@dexterschools.org

To: Dexter Board of Education
From: Jami Bronson
Subject: Careers & Technology Recommendation
Date: June 3, 2016

As a result of our most recent interview process we would like to recommend Leanne Engle for our Mill Creek Careers & Technology position (1.0 FTE). Leanne has served this past semester as a long-term sub in the position. Her work ethic, technology background, willingness to collaborate, and ability to build relationships makes her a great Mill Creek fit. We are pleased to recommend her for our position.

Interview committee: Jami Bronson, Brett Pedersen, Ann Pregont, Brian Semple, Cheri Sing, & Lauren Straub.

Leanne Gail Engle

(contact info redacted)

MPortfolio: <https://sites.google.com/site/leanneedt502/>

Objective: Position as a 7th Grade Careers/Technology Teacher at Mill Creek Middle School

Professional Preparation

University of Michigan - Dearborn
Master of Arts in Educational Technology
Cumulative GPA 8.16 (8.0 scale)

Eastern Michigan University
Bachelor of Science: Elementary Education, April 1997
Major: Science (DX endorsement)
Minor: Social Science
Cumulative GPA: 3.66 (4.0 scale)

Honors: Cum Laude, Dean's List, Golden Key National Honor Society, Kappa Delta Pi (Honor Society in Education), Excellence in Education Award 1996/1997

Certification

State of Michigan Professional Education Certificate (K-8)
Endorsements:

- Science (DX)
- Educational Technology (NP)

Teaching Experience

Teacher – Computer/Technology (Grades 1-8)

Livonia Public Schools, Livonia, MI

2013 – 2015

- Customized lessons to be grade appropriate for students in grades K-8
- Integrated technology to enhance learning in all content areas
- Promoted critical thinking and problem solving in learning
- Consulted Michigan Educational Technology Standards (METS) in order to comply with state requirements
- Utilized Web 2.0 tools to enhance learning opportunities

Teacher and Latchkey Director

St Paul's Lutheran School, Livonia, MI

2004 – 2013

- Conducted needs assessment in technology to determine teacher professional development needs
- Designed and implemented professional development session for colleagues on integrating technology into lessons

- Provided an interesting and engaging environment to promote creativity and exploration
- Enhanced lessons and learning experiences with the use of technology
- Maintained communication and cooperation with parents via LMS, Remind 101 and newsletters
- Planned hands-on authentic learning experiences to enrich lessons
- Directed and supervised after-school care program for students in grades K-8

**Instructor- Science/Art
Schoolcraft College, Livonia, MI
“Kids on Campus”**

2010 (Summer Program)

- Provided students with meaningful hands-on learning experiences in Science with extensions in Art
- Communicated with parents by way of classroom newsletters
- Maintained high standards of excellence in education in an engaging summer program
- Organized a Science Showcase for parents at the end of the course
- Utilized classroom technology to enhance learning experience

**Teacher - Science, 6th grade
Oak Park School District, Oak Park, MI
1997 – 1998**

- Taught 6th grade Earth, Life and Physical Science
- Encouraged critical thinking by providing opportunities for exploration and experimentation
- Enriched lessons with hands-on learning experiences
- Modified instruction to meet the varied needs and learning styles of my students

Career Development

- School/Family/Community Collaboration, 2008
- Steve Spangler Hands-On Science Workshop, 2009
- Leadership and Professional Development in Educational Technology, 2013
- Design of Technology-based Learning, 2013
- Teaching with Technology, 2013
- Application of Instructional Design, 2012
- Survey of Programming/Authoring/Basic Tools, 2012
- Experience with blogs, Learning Management Systems (LMS), online learning, digital video editing, podcasts, presentation tools, Wikis
- CPR/First Aid Certified (Adult/Child) - Current

Memberships/Volunteer Work

- Professional Organization Memberships: ISTE, MiAEYC, NSTA
- MOMS Club of Livonia - Membership V.P., 2001 – 2002
- Class Yearbook Editor - 2008 – 2009
- Volunteer - Sports Events, Concessions, Book Fair, School Carnival

Policy Update Process – April 2016

Still reviewing Internally:

- 6146 Post-issuance compliance for Tax Exempt... (After reviewing with Sharon, we'll bring them to Policy Committee with some other loose end policies)

Policy 6146 – Post-Issuance Compliance for Tax-Exempt and Tax-Advantaged Obligations (Revised)

Revisions to this policy (and guideline) are a result of the U. S. Securities and Exchange Commission's (SEC's) Municipalities Continuing Disclosure Cooperation Initiative (the "MCDC Initiative").

These revisions are recommended for consideration and adoption.

- 6424 Purchasing Cards (After reviewing with Sharon, we'll bring them to Policy Committee with some other loose end policies)

Policy 6424 – Purchasing Cards (New)

This new policy is provided at the request of clients to provide authorization for the use of this mechanism for purchasing.

This policy is only required if the District wishes to use the purchasing card as an approved procurement strategy.

- Others with Sharon from an old stack. Still finishing now that we have the Tungl totals complete.

Ready for the Policy Committee:

- 1240 Superintendent Evaluation (attached)

Policy 1240 – Evaluation of the Superintendent (Revised)

Policy 1420 – School Administrator Evaluation (Revised)

Revisions to this policy reflect recently enacted changes to the Revised School Code on the topic of administrator evaluations. Some of the mandated changes require immediate adjustments to the evaluation process. Other mandated changes must be made by the beginning of the 2016-2017 or 2017-2018 school year. All revisions to the statute are included in this change, whether they require immediate or prospective action, to allow the clients time to implement the changes and adapt their practices as necessary.

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

- 1420 School Administrator Evaluation (attached)

- 2623 Student Assessment (attached)

Policy 2623 – Student Assessment (Revised)

This policy has been revised to bring specific test references up to date with current requirements. The reference to Michigan promise grants has been left in the template on page 5 because the reference has not been deleted in statute.

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

- 3131 Staff Reductions/Recalls (attached)

Policy 3131 – Staff Reductions/Recalls (Revised)

This policy has been revised to clarify the districts' rights and obligations under the statute with respect to layoffs and recalls of tenured teachers rated as Minimally Effective or Ineffective and/or probationary teachers who have been rated as Effective or Highly Effective on the most recent annual performance evaluation.

These revisions are recommended for consideration and adoption.

- 3220 Professional Staff Evaluation (attached)

Policy 3220 – Professional Staff Evaluation (Revised)

Revisions to this policy reflect recently enacted changes to the Revised School Code on the topic of teacher evaluations. As with the administrator evaluations, some of the mandated changes require immediate adjustments to the evaluation process. Other mandated changes must be made by the beginning of the 2016-2017 or 2017-2018 school year. All revisions to the statute are included in this change, whether they require immediate or prospective action, to allow the clients time to implement the changes and adapt their practices as necessary.

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

REVISED POLICY - VOL. 30, NO. 2

EVALUATION OF THE SUPERINTENDENT

The Board of Education believes it is essential that it evaluate the Superintendent's performance periodically in order to assist both the Board and the Superintendent in the proper discharge of their responsibilities and to enable the Board to provide the District with the best possible leadership. To carry out this responsibility, the Board will evaluate the Superintendent utilizing a rigorous, transparent, and fair performance evaluation system that does all of the following:

- A. Evaluates the Superintendent's job performance at least annually in a year-end evaluation, while providing timely and constructive feedback.

A Superintendent rated highly effective on three (3) consecutive year-end evaluations may be evaluated every other year, at the District's discretion.

- B. Establishes clear approaches to measuring student growth and provides the Superintendent with relevant data on student growth.
- C. Evaluates the Superintendent's job performance as highly effective, effective, minimally effective or ineffective, using multiple rating categories that take into account student growth and assessment data. For the 2015 - 2016, 2016 - 2017 and 2017 - 2018 school years twenty-five (25) percent of the annual year-end evaluation shall be based on student growth and assessment data. Beginning with the 2018 - 2019 school year, forty (40) percent of the annual year-end evaluation shall be based on student growth and assessment data.

For the Superintendent, the pertinent data is that of the entire School District.

- D. Uses the evaluations, at a minimum, to inform decisions regarding all of the following:
1. The effectiveness of the Superintendent, so that s/he is given ample opportunities for improvement.
 2. Retention and development of the Superintendent, including providing relevant coaching, instruction support, or professional development.
 3. Removing an ineffective Superintendent after s/he has had ample opportunities to improve, and providing that these decisions are made using rigorous standards and streamlined, transparent, and fair procedures.
- E. The portion of the annual year-end evaluation that is not based on student growth and assessment data shall be based on at least the following for the entire District:
1. The Superintendent's training and proficiency in conducting teacher performance evaluations if s/he does so or his/her designee's proficiency and training if the Superintendent designates such duties.
 2. The progress made by the school or District in meeting the goals established in the school/District improvement plan.
 3. Student attendance.
 4. Student, parent and teacher feedback and other information considered pertinent by the Board.

- F. For the purposes of conducting annual year-end evaluations under the performance evaluation system, by the beginning of the 2016-2017 school year, the District shall adopt and implement one (1) or more of the evaluation tools for teachers, or administrators, if available, that are included on the list established and maintained by the Michigan Department of Education ("MDE"). However, if the District has one (1) or more local evaluation tools for administrators or modifications of an evaluation tool on the list, and the District complies with G., below, the District may conduct annual year-end evaluations for administrators using one (1) or more local evaluation tools or modifications.
- G. Beginning with the 2016-2017 school year, the District shall post on its public website all of the following information about the measures it uses for its performance evaluation system for school administrators:
1. The research base for the evaluation framework, instrument, and process or, if the District adapts or modifies an evaluation tool from the MDE list, the research base for the listed evaluation tool and an assurance that the adaptations or modifications do not compromise the validity of that research base.
 2. The identity and qualifications of the author or authors or, if the District adapts or modifies an evaluation tool from the MDE list, the identity and qualifications of a person with expertise in teacher evaluations who has reviewed the adapted or modified evaluation tool.
 3. Either evidence of reliability, validity, and efficacy or a plan for developing that evidence or, if the District adapts or modifies an evaluation tool from the MDE list, an assurance that the adaptations or modifications do not compromise the reliability, validity, or efficacy of the evaluation tool or the evaluation process.

4. The evaluation frameworks and rubrics with detailed descriptors for each performance level on key summative indicators.
 5. A description of the processes for conducting classroom observations, collecting evidence, conducting evaluation conferences, developing performance ratings, and developing performance improvement plans.
 6. A description of the plan for providing evaluators and observers with training.
- H. Beginning with the 2016-2017 school year:
1. The District shall provide training to the Superintendent on the measures used by the District in its performance evaluation system and on how each of the measures is used. This training may be provided by a district or by a consortium consisting of two (2) or more districts, the intermediate school district or a public school academy.
 2. The District shall ensure that training is provided to all evaluators and observers. The training shall be provided by an individual who has expertise in the evaluation tool or tools used by the District, which may include either a consultant on that evaluation tool or framework or an individual who has been trained to train others in the use of the evaluation tool or tools. The District may provide the training in the use of the evaluation tool or tools if the trainer has expertise in the evaluation tool or tools.

[OPTIONAL]

The Board's evaluation shall also include an assessment of the:

- x) progress toward the educational goals of the District;
- (x) working relationship between the Board and the Superintendent;
- (x) Board's own effectiveness in providing direction to the Superintendent.

Such assessments will be based on defined quality expectations developed by the Board for each criteria being assessed. **[END OF OPTIONAL LANGUAGE]**

The evaluation system shall ensure that if the Superintendent is rated as minimally effective or ineffective, the person(s) conducting the evaluation shall develop and require the Superintendent to implement an improvement plan to correct the deficiencies. The improvement plan shall recommend professional development opportunities and other measures designed to improve the rating of the Superintendent on his/her next annual year-end evaluation. A Superintendent rated as "ineffective" on three (3) consecutive year-end evaluations must be dismissed from employment with the District.

The evaluation program shall aim at the early identification of specific areas in which the Superintendent needs help so that appropriate assistance may be provided or arranged for. The Board shall not release the Superintendent from the responsibility to improve. If the Superintendent, after receiving a reasonable degree of assistance, fails to perform his/her assigned responsibilities in a satisfactory manner, dismissal, or non-renewal procedures may be invoked. In such an instance, all relevant evaluation documents may be used in the proceedings.

Evaluations shall be conducted of each administrator as stipulated in the revised School Code, the employment contract, the Superintendent's administrative guidelines and as directed by the Michigan Department of Education. An administrator shall be given a copy of any documents relating to his/her performance which are to be placed in the personnel file.

This policy shall not deprive an administrator of any rights provided by State law or any contractual rights consistent with State law.

As an outcome of the evaluation of the Superintendent's performance, the Board should be prepared to judge the advisability of retention of the Superintendent and be prepared better to:

- (x) determine the Superintendent's salary;
- (x) identify strengths and weaknesses in the operation of the District and determine means by which weaknesses can be reduced and strengths are maintained;
- (x) establish specific objectives, the achievement of which will advance the District toward its goals;
- (x) improve its own performance as the public body ultimately charged with the educational responsibility of this District.

REVISED POLICY - VOL. 30, NO. 2

SCHOOL ADMINISTRATOR EVALUATION

The Board of Education, through the powers derived from the School Code and other relevant statutes, is responsible for the employment and discharge of all personnel. To carry out this responsibility, with the involvement of school administrators, it delegates to the Superintendent, the function of establishing and implementing a rigorous, transparent, and fair performance evaluation system that does all of the following:

- A. Evaluates the school administrator's job performance at least annually in a year-end evaluation, while providing timely and constructive feedback.

The Superintendent or designee shall perform administrators' evaluations. Administrators rated highly effective on three (3) consecutive year-end evaluations may be evaluated every other year, at the District's discretion.

- B. Establishes clear approaches to measuring student growth and provides school administrators with relevant data on student growth.
- C. Evaluates a school administrator's job performance as highly effective, effective, minimally effective or ineffective, using multiple rating categories that take into account student growth and assessment data. For the 2015 - 2016, 2016 - 2017 and 2017 - 2018 school years twenty-five (25) percent of the annual year-end evaluation shall be based on student growth and assessment data. Beginning with the 2018 - 2019 school year, forty (40) percent of the annual year-end evaluation shall be based on student growth and assessment data.

For building level administrators, the data to be used is the aggregate student growth and assessment data that are used in teacher annual year-end evaluations in each school in which the school administrator works as an administrator. For a central-office-level administrator, the pertinent data is that of the entire School District.

- D. Uses the evaluations, at a minimum, to inform decisions regarding all of the following:
1. The effectiveness of school administrators, so that they are given ample opportunities for improvement.
 2. Promotion, retention, and development of school administrators, including providing relevant coaching, instruction support, or professional development.
 3. Removing ineffective school administrators after they have had ample opportunities to improve, and providing that these decisions are made using rigorous standards and streamlined, transparent, and fair procedures.
- E. The portion of the annual year-end evaluation that is not based on student growth and assessment data shall be based on at least the following for the school in which the school administrator works as an administrator:
1. The school administrators' training and proficiency in conducting teacher performance evaluations if s/he does so or his/her designee's proficiency and training if the administrator designates such duties.

2. The progress made by the school or District in meeting the goals established in the school/District improvement plan.
 3. Student attendance.
 4. Student, parent and teacher feedback and other information considered pertinent by the Board.
- F. For the purposes of conducting annual year-end evaluations under the performance evaluation system, by the beginning of the 2016-2017 school year, the District shall adopt and implement one (1) or more of the evaluation tools for teachers or administrators, if available, that are included on the list established and maintained by the Michigan Department of Education ("MDE"). However, if the District has one (1) or more local evaluation tools for administrators or modifications of an evaluation tool on the list, and the District complies with G., below, the district may conduct annual year-end evaluations for administrators using one (1) or more local evaluation tools or modifications. The evaluation tools shall be used consistently among the schools operated by the District so that all similarly situated school administrators are evaluated using the same measures.
- G. Beginning with the 2016 - 2017 school year, the district shall post on its public website all of the following information about the measures it uses for its performance evaluation system for school administrators:
1. The research base for the evaluation framework, instrument, and process or, if the district adapts or modifies an evaluation tool from the MDE list, the research base for the listed evaluation tool and an assurance that the adaptations or modifications do not compromise the validity of that research base.
 2. The identity and qualifications of the author or authors or, if the district adapts or modifies an evaluation tool from the MDE list, the identity and qualifications of a person with expertise in teacher evaluations who has reviewed the adapted or modified evaluation tool.

3. Either evidence of reliability, validity, and efficacy or a plan for developing that evidence or, if the district adapts or modifies an evaluation tool from the MDE list, an assurance that the adaptations or modifications do not compromise the reliability, validity, or efficacy of the evaluation tool or the evaluation process.
 4. The evaluation frameworks and rubrics with detailed descriptors for each performance level on key summative indicators.
 5. A description of the processes for conducting classroom observations, collecting evidence, conducting evaluation conferences, developing performance ratings, and developing performance improvement plans.
 6. A description of the plan for providing evaluators and observers with training.
- H. Beginning with the 2016 - 2017 school year:
1. The District shall provide training to school administrators on the measures used by the district in its performance evaluation system and on how each of the measures is used. This training may be provided a district or by a consortium consisting of (2) or more districts, the intermediate school district or a public school academy.
 2. The District shall ensure that training is provided to all evaluators and observers. The training shall be provided by an individual who has expertise in the evaluation tool or tools used by the District, which may include either a consultant on that evaluation tool or framework or an individual who has been trained to train others in the use of the evaluation tool or tools. The District may provide the training in the use of the evaluation tool or tools if the trainer has expertise in the evaluation tool or tools.

The evaluation system shall ensure that if the administrator is rated as minimally effective or ineffective, the person(s) conducting the evaluation shall develop and require the school administrator to implement an improvement plan to correct the deficiencies. The improvement plan shall recommend professional development opportunities and other measures designed to improve the rating of the administrator on his/her next annual year-end evaluation. An administrator rated as "ineffective" on three (3) consecutive year-end evaluations must be dismissed from employment with the District.

The evaluation program shall aim at the early identification of specific areas in which the individual administrator needs help so that appropriate assistance may be provided or arranged for. A supervisor offering suggestions for improvement to an administrator shall not release that professional staff member from the responsibility to improve. If an administrator, after receiving a reasonable degree of assistance, fails to perform his/her assigned responsibilities in a satisfactory manner, dismissal, or non-renewal procedures may be invoked. In such an instance, all relevant evaluation documents may be used in the proceedings.

Evaluations shall be conducted of each administrator as stipulated in the revised School Code, the employment contract, the Superintendent's administrative guidelines and as directed by the Michigan Department of Education. An administrator shall be given a copy of any documents relating to his/her performance which are to be placed in the personnel file.

[NOTE: Only select if there is a relevant CBA.]

d

This policy shall not deprive an administrator of any rights provided by State law or any contractual rights consistent with State law.

M.C.L. 380.1249

REVISED POLICY - VOL. 30, NO. 2

STUDENT ASSESSMENT

The Board of Education shall, in compliance with law and rules of the State Board of Education, assess student achievement and needs in designated subject areas in order to determine the progress of students and to assist them in attaining District goals.

Each student's proficiencies and needs will be assessed by staff members upon his/her entrance into the District and annually thereafter. Procedures for such assessments will include, but need not be limited to, teacher observation techniques, cumulative student records, student performance data collected through standard testing programs, student portfolios, and physical examinations.

The Superintendent shall develop

- (x) and present to the Board annually
- () and the Board shall approve

a program of testing and assessment that includes:

- A. the Michigan Student Test of Educational Progress (M-STEP) ,the Michigan Merit Examination ("MME") (or other readiness assessment program approved by the State Superintendent) () the PSAT [END OF OPTION] and MI-Access Alternate Assessments administered each year in accordance with the schedule established by statute and the State Department of Education;

M-STEP includes summative assessments designed to measure student growth effectively for today's students. English language arts and mathematics will be assessed in grades 3–8, science in grades 4 and 7, and social studies in grades 5 and 8. It also includes the Michigan Merit Examination in 11th grade, which consists of the SAT with essay, ACT WorkKeys, and M-STEP summative in science, and social studies.

- B. criteria-based written and oral examinations which include use of alternative questions, demonstrations, writing exercises, individual and group projects, performances, portfolios, and samples of best work;
- C. selection of assessment instrument, data, and other District criteria that will be used to assess educational achievement of each student in grades 1 - 5;

[] Third grade students who do not meet the District's and State's established assessment criteria may be offered the opportunity to attend summer school.

- (x) assessment tests;
- (x) aptitude tests;
- (x) achievement tests;
- (x) vocational inventories;
- (x) tests of mental ability.

The Board requires that:

- A. any assessment tests used shall not be a psychiatric examination, testing, or treatment; or a psychological examination, testing, or treatment in which the primary purpose is to reveal information concerning:
 - 1. political affiliations;
 - 2. mental and psychological problems potentially embarrassing to the student or his/her family;
 - 3. sexual behavior and attitude;
 - 4. illegal, anti-social, self-incriminating, and demeaning behavior;
 - 5. critical appraisals of other individuals with whom respondents have close family relationships;
 - 6. legally-recognized, privileged and analogous relationships, such as those of lawyers, physicians, and ministers;
 - 7. income without the prior consent of the adult student or without the prior written consent of the parent;
- B. any personality testing complies with Department of Education guidelines.

The Board also requires that:

- (x) tests be administered by persons who are qualified under State law and regulation;
- (x) parents be informed of the testing program of the schools and of the special tests that are to be administered to their children;
- () students who have not attained satisfactory scores on the fourth grade or seventh grade test should be provided special assistance that will enable them to bring reading skills up to grade level within a twelve (12) month period;
- (x) data regarding individual test scores be entered on the student's cumulative record, where it will be subject to the policy of this Board regarding student records;
- () the results of each school-wide, program-wide, and District-wide test be made part of the public record.

All eleventh grade students shall participate in the Michigan Merit Examination, unless excluded under the guidelines established by the State Department of Education.

A student who wants to repeat a State approved readiness assessment (other than the Michigan Merit Examination and any component) may repeat the assessment in the next school year or after graduation on a date when the District is administering the assessment. Only this type of repeat assessment testing will be without charge to the student.

The District shall administer the complete Michigan Merit Examination to a student only once and shall not administer the complete Michigan Merit Examination to the same student more than once if the student has valid scores in some or all MME components. If a student does not take the complete Michigan Merit Examination in grade 11, the District shall administer the complete Michigan Merit Examination to the student in grade 12. If a student chooses to retake the college entrance examination component of the Michigan Merit Examination, the student may do so through the provider of the college entrance examination component and the cost of the retake is the responsibility of the student unless all of the following are met:

- A. the student has taken the complete Michigan Merit Examination
- B. the student did not qualify for a Michigan promise grant based on the student's performance on the complete Michigan Merit Examination
- C. the student meets the Federal income eligibility criteria for free breakfast, lunch, or milk
- D. the student has applied to the provider of the college entrance examination component for a scholarship or fee waiver to cover the cost of the retake and that application has been denied
- E. after taking the complete Michigan Merit Examination, the student has not already received a free retake of the college entrance examination component paid for either by the State of Michigan, or through a scholarship or fee waiver by the provider

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- [] In addition to the testing programs, the Superintendent shall develop administrative guidelines whereby a portfolio is developed and maintained for each student.

M.C.L. 380.1279, 380.1279g, 390.1451 et seq., 380.1280b
A.C. Rule 340.1101 et seq.

380.1278a THIS SECTION IS AMENDED EFFECTIVE FEBRUARY 14, 2016: See
380.1278a.amended *****

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REVISED POLICY - VOL. 30, NO. 2

PROFESSIONAL STAFF EVALUATION

The Board of Education, through the powers derived from the School Code and other relevant statutes, is responsible for the employment and discharge of all personnel. To carry out this responsibility, with involvement of professional staff, it delegates to the Superintendent the function of establishing and implementing a rigorous, transparent, and fair performance evaluation system that does all of the following:

- A. evaluates the employee's job performance at least annually in a year-end evaluation, while providing timely and constructive feedback

Teachers rated highly effective on three (3) consecutive year-end evaluations may be evaluated every other year, at the District's discretion.

- B. establishes clear approaches to measuring student growth and provides professional staff with relevant data on student growth

Commencing with the 2015-16 school year, the year end evaluation of student growth shall be based on the most recent three (3) consecutive school years of student growth data, or all available student growth data if less than three (3) years is available.

- C. evaluates an employee's job performance, using rating categories of highly effective, effective, minimally effective and ineffective, which take into account student growth and assessment data. For the 2015 - 2016, 2016 - 2017 and 2017 - 2018 school years twenty-five (25) percent of the annual year-end evaluation shall be based on student growth and assessment data. Beginning with the 2018 - 2019 school year, forty (40) percent of the annual year-end evaluation shall be based on student growth and assessment data.

For these purposes, student growth shall be measured by the following:

1. Beginning with the 2016 - 2017 school year, the portion of a teacher's annual year-end evaluation that is not based on student growth and assessment data shall be based primarily on a teacher's performance as measured by the District as described below.
2. Beginning with the 2018 - 2019 school year, for core content areas in grades and subjects in which state assessments are administered, fifty (50) percent of student growth must be measured using the state assessments, and the portion of student growth not measured using state assessments must be measured using multiple research-based growth measures or alternative assessments that are rigorous and comparable across schools within the District. Student growth also may be measured by student learning objectives or nationally normed or locally adopted assessments that are aligned to state standards, or based on achievement of individualized education program goals.
3. The portion of a teacher's evaluation that is not measured using student growth and assessment data or using the evaluation tool developed or adopted by the District shall incorporate criteria enumerated in section M.C.L. 380.1248(1)(b)(i) to (iii) that are not otherwise evaluated under the tool. (See Policy 3131.)

4. If there are student growth and assessment data available for a teacher for at least three (3) school years, the annual year-end evaluation shall be based on the student growth and assessment data for the most recent three (3) consecutive-school-year period. If there are not student growth and assessment data available for a teacher for at least three (3) school years, the annual year-end evaluation shall be based on all student growth and assessment data that are available for the teacher.
- D. uses the evaluations, at a minimum, to inform decisions regarding all of the following:
1. the effectiveness of employees, so that they are given ample opportunities for improvement
 2. promotion, retention, and development of employees, including providing relevant coaching, instruction support, or professional development
 3. whether to grant tenure or full certification, or both, to employees, using rigorous standards and streamlined, transparent, and fair procedures
 4. removing ineffective tenured and untenured employees after they have had ample opportunities to improve, and providing that these decisions are made using rigorous standards and streamlined, transparent, and fair procedures

- E. provides a mid-year progress report for every **(x)** certificated **[END OF OPTION]** teacher who is in the first year of probation or has received a rating of minimally effective or ineffective on the most recent annual year-end evaluation

This mid-year report shall not replace the annual year-end evaluation. The mid-year report shall:

1. be based, at least in part, on student achievement;
 2. be aligned with the teacher's individualized development plan;
 3. include specific performance goals and any recommended training for the remainder of the school year, as well as written improvement plan developed in consultation with the teacher that incorporates the goals and training.
- F. includes classroom observations in accordance with the following:
1. must include review of the lesson plan, State curriculum standards being taught and student engagement in the lesson
 2. must include multiple observations unless the teacher has received an effective or higher rating on the last two (2) year-end evaluations
 3. observations need not be for an entire class period
 4. beginning with the 2016 - 2017 school year, at least one (1) observation must be unscheduled;

5. beginning with the 2016 - 2017 school year, the school administrator responsible for the teacher's performance evaluation shall conduct at least one (1) of the observations;

Other observations may be conducted by other observers who are trained in the use of the evaluation tool as described below. These other observers may be teacher leaders.

6. beginning with the 2016 - 2017 school year, the district shall ensure that, within thirty (30) days after each observation, the teacher is provided with feedback from the observation.

- G. For the purposes of conducting annual year-end evaluations under the performance evaluation system, by the beginning of 2016 - 2017 school year, **[must select one (1) option below]**

the District will adopt and implement one (1) or more of the evaluation tools for teachers that are included on the list established and maintained by the Michigan Department of Education ("MDE").

the District will use its local evaluation tool(s) for teachers or modifications of an evaluation tool on the list, which must comply with H., below.

The evaluation tool(s) shall be used consistently among the schools operated by the District so that all similarly situated teachers are evaluated using the same evaluation tool.

- H. Beginning with the 2016 - 2017 school year, the District will post on its public website all of the following information about the measures it uses for its performance evaluation system for teachers:
1. The research base for the evaluation framework, instrument, and process or, if the District adapts or modifies an evaluation tool from the MDE list, the research base for the listed evaluation tool and an assurance that the adaptations or modifications do not compromise the validity of that research base.
 2. The identity and qualifications of the author or authors or, if the District adapts or modifies an evaluation tool from the MDE list, the identity and qualifications of a person with expertise in teacher evaluations who has reviewed the adapted or modified evaluation tool.
 3. Either evidence of reliability, validity, and efficacy or a plan for developing that evidence or, if the District adapts or modifies an evaluation tool from the MDE list, an assurance that the adaptations or modifications do not compromise the reliability, validity, or efficacy of the evaluation tool or the evaluation process.
 4. The evaluation frameworks and rubrics with detailed descriptors for each performance level on key summative indicators.
 5. A description of the processes for conducting classroom observations, collecting evidence, conducting evaluation conferences, developing performance ratings, and developing performance improvement plans.
 6. A description of the plan for providing evaluators and observers with training.

- I. Beginning with the 2016 - 2017 school year:
 1. The District will provide training to teachers on the evaluation tool(s) used by the District in its performance evaluation system and how each evaluation tool is used. This training may be provided by a district or by a consortium consisting of the District, the intermediate school district or a public school academy.
 2. The District will ensure that training is provided to all evaluators and observers. The training shall be provided by an individual who has expertise in the evaluation tool or tools used by the District, which may include either a consultant on that evaluation tool or framework or an individual who has been trained to train others in the use of the evaluation tool or tools. The District may provide the training in the use of the evaluation tool or tools if the trainer has expertise in the evaluation tool or tools.

The staff evaluation program shall aim at the early identification of specific areas in which the individual professional staff member needs help so that appropriate assistance may be provided or arranged for. A supervisor offering suggestions for improvement to a professional staff member shall not release that professional staff member from the responsibility to improve. If a professional staff member, after receiving a reasonable degree of assistance, fails to perform his/her assigned responsibilities in a satisfactory manner, dismissal, or non-renewal procedures may be invoked. A teacher rated as "ineffective" on three (3) consecutive year-end evaluations must be dismissed from employment as a teacher with the District. In such an instance, all relevant evaluation documents may be used in the proceedings.

If a non-probationary teacher is rated as ineffective on an annual year-end evaluation, the teacher may request a review of the evaluation and the rating by the Superintendent. The request for a review must be submitted in writing within twenty (20) days after the teacher is informed of the rating. Upon receipt of the request, the Superintendent shall review the evaluation and rating and may make any modifications as appropriate based on his/her review. However, the performance evaluation system shall not allow for a review as described in this subdivision more than twice in a three (3) school-year period.

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Beginning with the 2018 - 2019 school year, the District shall not assign a student to be taught in the same subject area for two (2) consecutive years by a teacher who has been rated as ineffective on his/her two (2) most recent annual year-end evaluations. If the District is unable to comply with this and plans to assign a student to be taught in the same subject area for two (2) consecutive years by a teacher who has been rated as ineffective on his/her two (2) most recent annual year-end evaluations, the Board will notify the student's parent or legal guardian in writing not later than July 15 immediately preceding the beginning of the school year for which the student is assigned to the teacher, that the District is unable to comply and that the student has been assigned to be taught in the same subject area for a second consecutive year by a teacher who has been rated as ineffective on his/her two (2) most recent annual year-end evaluations. The notification shall include an explanation of why the Board is unable to comply.

Evaluations shall be conducted of each professional staff member as stipulated in the Teacher Tenure Act, the revised School Code, a negotiated agreement or contract, the Superintendent's administrative guidelines and as directed by the Michigan Department of Education. A professional staff member shall be given a copy of any documents relating to his/her performance which are to be placed in the personnel file.

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This policy shall not deprive a professional staff member of any rights provided by State law or contractual rights consistent with State law.

M.C.L. 380.1249 (as amended)

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REVISED POLICY - VOL. 30, NO. 2

STAFF REDUCTIONS/RECALLS

It is the policy of this Board that all personnel decisions shall be based on retaining effective teachers in situations involving a staffing or program reduction or any other personnel decision resulting in the elimination of a position, as well as for hiring after such reductions/position eliminations or recall to vacant positions. Length of service or tenure status may only be considered by the administration when all other factors, as listed below, are considered equal amongst the potentially affected teachers.

This policy shall not operate or be applied to retain or recall a teacher whose most recent performance evaluation contains an overall rating of Minimally Effective or Ineffective in preference to any properly certified and qualified teacher with a higher effectiveness rating as reflected in that teacher's most recent performance evaluation. This policy also shall not operate or be applied to retain or recall a probationary teacher who has received a rating of either Minimally Effective or Ineffective in preference to any properly certified and qualified teacher with a higher effectiveness rating. A probationary teacher who is rated as Effective or Highly Effective on his/her most recent annual performance evaluation is not subject to being displaced under this policy by a tenured teacher solely because the other teacher has attained tenure under the Teachers' Tenure Act.

The effectiveness of teachers shall be measured in accordance with the District's performance evaluation system developed under Section 1249 of the School Code, and the personnel decisions shall be based on the following factors:

- A. Individual performance shall be the majority factor in making the decision, and shall consist of but is not limited to all of the following:
 - 1. Evidence of student growth, which shall be the predominant factor in assessing an employee's individual performance.
 - 2. The teacher's demonstrated pedagogical skills, including at least a special determination concerning the teacher's knowledge of his or her subject area and the ability to impart that knowledge through planning, delivering rigorous content, checking for and building higher-level understanding, differentiating, and managing a classroom; and consistent preparation to maximize instructional time.
 - 3. The teacher's management of the classroom, manner and efficacy of disciplining students, rapport with parents and other teachers, and ability to withstand the strain of teaching.
 - 4. The teacher's attendance and disciplinary record, if any.
- B. Significant, relevant accomplishments and contributions. This factor shall be based on whether the individual contributes to the overall performance of the school by making clear, significant, relevant contributions above the normal expectations for an individual in his or her peer group and having demonstrated a record of exceptional performance.

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- C. Relevant special training. This factor shall be based on completion of relevant training other than the professional development or continuing education that is required by the employer or by state law, and integration of that training into instruction in a meaningful way.

PA 102, 2011
M.C.L. 380.1248

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michigan high school athletic association

John E. Roberts, Executive Director

1661 Ramblewood Drive • East Lansing, MI 48823-7329 • 517-332-5046 • Fax 517-332-4071 • Web mhsaa.com

TO: Superintendents of Schools

FROM: John E. Roberts, Executive Director 

DATE: May, 2016

SUBJECT: 2016-17 Membership – **Take Action Now!**

Unlike classroom courses of our schools, the interscholastic athletic program requires opponents; and to help promote a level playing field for competition, the interscholastic athletic program requires some organization to provide a forum to assist in developing competitive standards and to help assure they are maintained. For many years, many schools have worked through the Michigan High School Athletic Association to establish a common set of rules, for the orderly administration of an interscholastic athletic program which promotes academic integrity and competitive equity.

According to Michigan Attorney General Opinion #4795 of 1977, any local board of education which desires to do so may voluntarily join the MHSAA by adopting the rules of the association and agreeing to enforce those rules with respect to its schools. Institutional control remains the key to this organization.

Enclosed are two copies of the MHSAA Membership Resolution for the year August 1, 2016 through July 31, 2017. A copy describing essential eligibility requirements in PDF format may be downloaded from the Administrators page of MHSAA.com.

Each school district which wishes one or more schools to participate in MHSAA tournaments and benefit from MHSAA services must schedule on its board of education agenda the adoption of the Membership Resolution. The Resolution should be signed in sufficient time to prevent a lapse in membership (before August 1). A lapse in membership, even though for only a week, can create unnecessary problems should there be claims under the catastrophic medical insurance plan or the new concussion care insurance (see enclosed information) or if eligibility rulings are to be made during that period.

While it is not a prerequisite to conducting an interscholastic athletic program, MHSAA membership is required for all school districts which wish their high schools to participate in MHSAA post-season tournaments. If the Membership Resolution is not signed and returned by the fourth Friday after Labor Day (September 30), your district's schools may not enter MHSAA post-season tournaments during 2016-17.

If the Membership Resolution is being returned from a multi-school district or diocese, please list ALL junior and senior high schools for which membership is requested. We strongly urge that all junior high/middle schools become MHSAA members, subject to MHSAA rules that are especially designed for students of that age and educational programs of that level. In order to assure compatible philosophies and equitable opportunities and competition, you are urged to invite all the junior high/middle schools against which yours compete or which feed into your high schools to also become MHSAA member schools if they are not already.

(over)

The Membership Resolution obligates the listed schools of your district to follow the standardized rules if your schools wish to qualify for and participate in MHSAA post-season tournaments, and it obligates your administration and board of education to enforce those rules.

Complete the Membership Resolution only if your district intends to fulfill these obligations without exception.

Also enclosed is a copy of the minutes of the MHSAA Representative Council Meeting held May 1-2, 2016. Regulation CHANGES as indicated in the minutes will be published in the 2016-17 *Handbook*, which we anticipate receiving from the printer before June 15. Copies will be sent to each superintendent and each member school immediately after delivery to our office. Please review the minutes of the Representative Council's Dec. 4, 2015 and March 24, 2016 meetings where other changes for 2016-17 were developed. Minutes, and a summary of Representative Council Action can be found on the Administrators page on mhsaa.com.

Thank you for your cooperation with these first procedures for the 2016-17 year of inter-scholastic athletics, which we will try our very hardest to make the very best experience possible.

New for 2016-17

Schools may join the MHSAA beginning with the 6th grade level.

Schools which join the MHSAA at the 6th grade level may not only sponsor teams for 6th graders with MHSAA services (including catastrophic accident insurance and concussion care gap insurance), they may also allow 6th graders to participate with 7th and 8th graders in individual sports (bowling, cross country, track & field, swimming & diving, tennis and wrestling) and with league approval in team sports (MHSAA Executive Committee approval is not required in either case.)

Superintendents, principals and athletic directors should discuss 6th grade participation at the local and league level prior to completing the 2016-17 MHSAA Membership Resolution

2016-17 Reminder for High Schools

Persons hired after July 31, 2016 for the first time ever in an MHSAA member high school as a varsity level head coach, must complete Level 1 or Level 2 of the MHSAA's Coaches Advancement Program. See the Announcement on the Home Page of MHSAA.com for details.

JER/ck

Enclosures

The Michigan High School Athletic Association is a voluntary, nonprofit corporation comprised of public, private and parochial junior high/ middle and senior high schools whose Boards of Education/Governing Bodies have voluntarily applied for and received membership for and on behalf of their secondary schools. The association sponsors statewide tournaments and makes eligibility rules with respect to participation in such Michigan High School Athletic Association sponsored tournaments in the various sports. Each Board of Education/Governing Body that wishes to host or participate in such meets and tournaments must join the MHSAA and agree to abide by and enforce the MHSAA rules, regulations and qualifications concerning eligibility, game rules and tournament policies, procedures and schedules. **It is a condition for participation in any MHSAA postseason tournaments that high schools adhere to at least the minimum standards of Regulation I and the maximum limitations of Regulation II in ALL MHSAA Tournament sports.**

Michigan High School Athletic Association tournaments are the collective property of the MHSAA and not of any individual member school. The MHSAA reserves the right to promote and advance the membership's interests with publication information; exclusive arrangements to create recognition and exposure for school-sponsored activities; restrictive policies prohibiting exploitation and commercialization of MHSAA-sponsored tournaments; appropriate proprietary interests, and the use of images or transmissions identifying contest officials, spectators and member schools' students, personnel and marks.

To obtain membership, it is necessary for the Board of Education/Governing Body to adopt the following resolution for its junior high/middle and senior high schools. This resolution must be formally ratified by your Board of Education/Governing Body and properly signed. Please return one signed copy for our files and retain one copy for your files. Resolutions that are modified in any way or are supplemented with letters placing additional conditions on MHSAA membership or tournament participation shall be rejected.

MEMBERSHIP RESOLUTION

For the year August 1, 2016 — through July 31, 2017

LIST ON BACK

_____ the Secondary School(s) which are under the direction of this Board of Education/Governing Body.

(Junior high/middle and senior high schools of your school system which are to be listed as MHSAA members and receive MHSAA mailings during 2016-17 must be listed on the back of this form)

_____ City of _____

County of _____, of State of Michigan, are hereby:

- (A) enrolled as members of the Michigan High School Athletic Association, Inc., a nonprofit association, and
- (B) are further enrolled to participate in the approved interschool athletic activities sponsored by said association.

The Board of Education/Governing Body hereby delegates to the Superintendent or his/her designee(s) the responsibility for the supervision and control of said activities, and hereby accepts the Constitution and By-Laws of said association and adopts as its own the rules, regulations and interpretations (as minimum standards), as published in the current *HANDBOOK* as the governing code under which the said school(s) shall conduct its program of interscholastic athletics and agrees to primary enforcement of said rules, regulations, interpretations and qualifications. In addition, it is hereby agreed that schools which host or participate in the association's meets and tournaments shall follow and enforce all tournament policies, procedures and schedules.

This authorization shall be effective from August 1, 2016 and shall remain effective until July 31, 2017, during which the authorization may not be revoked.

RECORD OF ADOPTION

The above resolution was adopted by the Board of Education/Governing Body of the

_____ School(s), on the _____ day of _____, 2016,
and is so recorded in the minutes of the meeting of the said Board/Governing Body.

(Governing Body Name)

(Address)

(City & Zip Code)

Board Secretary Signature
or Designee

Check if Designee

Schools Which Are To Be MHSAA Members During 2016-17

NOTE: Pursuant to the MHSAA Constitution, all high schools, junior high/middle schools, or other schools of Michigan doing a grade of work corresponding to such schools, may become members of this organization provided (a) the school building has enrollment and onsite attendance of at least 15 students, whether for grades 6 through 8 or 9, grades 7 through 8 or 9, or grades 9 or 10 through 12; and (b) if a nonpublic school, the school qualifies for federal income tax exemption as a not-for-profit organization. To reach the 15-student minimum for middle school membership, schools may join the MHSAA at the 6th-grade level whether or not 6th-grade students participate in athletics.

- A. This Section does not require school districts to become member schools at the junior high/middle school level and does not require school districts to sponsor any interscholastic athletics for 6th grade students.**
- B. If a school district's MHSAA Membership Resolution lists a junior high/middle school as an MHSAA member school, and if the school sponsors a 6th-grade team in any sport or permits a 6th-grade student to participate with 7th- and/or 8th-grade students in any sport, then all of Regulations III and IV apply to all 6th-graders in all sports involving 6th-graders on teams sponsored by that school. If the school does not allow any 6th-graders to participate in a sport, MHSAA rules do not apply in that sport.**

Member High School(s) (if any)

List separately from JH/MS even if all grades are housed in the same building.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

If necessary, list additional schools for either column on a separate sheet.

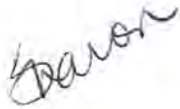
Junior High /Middle School(s) (if any)

List separately from HS even if all grades are housed in the same building.

1. _____
 Name of Junior High/Middle School _____
 Configuration of grades in school (e.g. 6-8, 7-8, 7-9): _____
 Provide anticipated 2016-17 7th- and 8th-Grade Enrollment: _____
 Provide anticipated 2016-17 6th-Grade Enrollment: _____
 Yes, 6th-grade students will be participating in one or more sports for our school.
 No, 6th-grade students will not be participating in sports for our school.
2. _____
 Name of Junior High/Middle School _____
 Configuration of grades in school (e.g. 6-8, 7-8, 7-9): _____
 Provide anticipated 2016-17 7th- and 8th-Grade Enrollment: _____
 Provide anticipated 2016-17 6th-Grade Enrollment: _____
 Yes, 6th-grade students will be participating in one or more sports for our school.
 No, 6th-grade students will not be participating in sports for our school.
3. _____
 Name of Junior High/Middle School _____
 Configuration of grades in school (e.g. 6-8, 7-8, 7-9): _____
 Provide anticipated 2016-17 7th- and 8th-Grade Enrollment: _____
 Provide anticipated 2016-17 6th-Grade Enrollment: _____
 Yes, 6th-grade students will be participating in one or more sports for our school.
 No, 6th-grade students will not be participating in sports for our school.
4. _____
 Name of Junior High/Middle School _____
 Configuration of grades in school (e.g. 6-8, 7-8, 7-9): _____
 Provide anticipated 2016-17 7th- and 8th-Grade Enrollment: _____
 Provide anticipated 2016-17 6th-Grade Enrollment: _____
 Yes, 6th-grade students will be participating in one or more sports for our school.
 No, 6th-grade students will not be participating in sports for our school.

TO: Board of Education

FROM: Sharon Raschke, CFO



DATE: June 6, 2016

RE: Delay Implementation of Uniform Guidance Procurement Policy

In December 2014, the U. S. Department of Education Office of Management and Budget (OMB) released newly updated Education Department General Administrative Regulations (EDGAR). This major rewrite of the regulations was issued after nearly 40 years of very little change in the compliance measures that federally funded programs must meet. The regulations cover the application process, financial management, procurement, inventory management, time and effort accountability, cost allowability, record retention, and program oversight.

These new regulations require some revision to current policies and the addition of several new policies. The greatest focus, however, is on compliant written procedures relative to many of the financial and program management functions associated with federal grants. See attached overview of Uniform Guidance Implementation.

NEOLA has provided appropriate revisions and additions to assist districts in meeting compliance standards put forth by EDGAR. The recommended policies are being reviewed by administration and the Policy Committee.

The Uniform Guidance allows delayed implementation until July 1, 2017 of Guidance 2 CFR 200.317-.326 Procurement, provided the election to delay is documented. At this time, I recommend the Board elect to delay implementation of Guidance 2 CFR 200.317-.326 to July 1, 2017.

K12 Roadmap to Uniform Guidance Implementation

Guidance	Area of Impact	What the Uniform Guidance Says	What I need to do for 2015-2016	What I need to do for 2016-2017
<p>2 CFR §200.430</p> <p>Compensation for Personnel Services (FICA Time & Effort)</p>		<p>2 CFR Part 200 §200.430</p> <ul style="list-style-type: none"> Records that accurately reflect the work performed <ul style="list-style-type: none"> Supported by a system of internal controls Provide a reasonable assurance that the charges are accurate, allowable, and properly allocated. 	<p>MDE guidance has been to follow the previous policy and procedures (PARS and Certs)</p> <ul style="list-style-type: none"> If elected to revise procedures, should have documentation to show conformity with UG 	<p>MDE expects sub-recipients will follow Uniform Guidance</p> <ul style="list-style-type: none"> PARS and Certs would no longer be required PARS and Certs will still be a default option
<p>2 CFR §200.317-326</p> <p>Procurement</p>		<p>May delay implementation for two fiscal years See Procurement "Claws"</p> <p>Specific procedures based on the size and nature of purchases:</p> <ul style="list-style-type: none"> Micro purchases not exceeding \$3,000 (now \$3,500) do not require competitive quotations but should be made equitably among qualified suppliers Small purchase procedures not exceeding \$150,000 require price or rate quotations from an adequate number of qualified sources A cost price analysis is required for purchases in excess of the simplified acquisition threshold <ul style="list-style-type: none"> Sealed bid is the preferred method for construction Procurement by noncompetitive proposals is allowable: <ul style="list-style-type: none"> When the item is available only from a single source, When emergency does not allow a delay, When competition is determined inadequate after solicitation When authorized by a federal agency 	<p>If elected to delay (to July 1, 2017), must have this documented (cannot elect to delay only portions)</p> <ul style="list-style-type: none"> If elected to implement, must have written procedures and policies as noted to the right Previous MDE requirements say must have written procedures for current practice Suspended/debarred requirements still apply 	<p>Once implemented (can delay until July 1, 2017), must have written procurement procedure, conflict of interest policy, and written procedure for conducting technical evaluations of proposals and selecting participants</p> <ul style="list-style-type: none"> Ensure purchases conform to policy/procedures Revisit where noncompetitive bids might occur <ul style="list-style-type: none"> Review Appendix II to ensure your contracts include the required specifications Maintain Suspended/Debarred processes Please refer to the "Plante Moran Grant Reform Guidebook" for more details on specific changes
<p>2 CFR §200.330-332</p> <p>Sub-Recipient Monitoring and Management</p>		<ul style="list-style-type: none"> Pass-through agencies are responsible for making the sub-recipient versus contractor determination UG expanded the elements that are required to be included in each subrecipient agreement <ul style="list-style-type: none"> Pass-through entities must evaluate sub-recipient's risk of non-compliance in order to determine the appropriate sub-recipient monitoring Pass-through entities are also required to do the following: <ul style="list-style-type: none"> Review reports that the pass-through entities require <ul style="list-style-type: none"> Verify sub-recipients have audits Consider how to address subrecipient noncompliance Issue a management decision for audit findings of the subrecipient within six months 	<p>MDE has not yet provided any guidance or examples</p> <ul style="list-style-type: none"> Develop and document formal Risk Assessment process and tailor monitoring procedures accordingly Pass-through entities should ensure proper certifications are included on reports and reimbursement requests from sub-recipients Grant agreements with sub-recipients should include all 15 required data elements (please refer to § 200.331 for an all-inclusive list of the 15 specific data elements) 	<p>Continuation of 2015-2016 implementation, with addition of any recommendations from MDE</p>
<p>2 CFR §200.415</p> <p>Required Certifications</p>		<p>Annual and final fiscal reports or requests for payment must be certified by an official who is authorized to legally bind the non-federal entity</p>	<p>Financial reports and requests for reimbursement should include certifications of proper officials - forms should be provided by MDE or other pass-through entity</p> <ul style="list-style-type: none"> Pass-through entities and fiscal agents should ensure proper certifications are included on reports or reimbursement requests from sub-recipients 	<p>Continuation of 2015-2016 implementation</p>
<p>Various</p>	<p>Written Policies and Procedures</p>	<p>See "Policies & Procedures" Summary</p>	<p>See "Policies & Procedures" Summary</p>	<p>See "Policies & Procedures" Summary</p>

**DEXTER COMMUNITY SCHOOLS
GENERAL FUND
Long Range Trend**

	2014-15 actual	2015-16 budget (November)	2016-17 budget	2017-18 trend	2018-19 trend
Revenue	35,537,573	37,053,440	37,343,152	38,078,246	38,045,905
Expense	35,590,443	37,553,065	37,414,772	37,920,941	38,676,278
Revenue over (under) expense	(52,869)	(499,625)	(71,610)	157,305	(630,374)
Fund Balance planned adjustment		(153,395)			
Operational Revenue over (under) expense		(346,230)	(71,610)	157,305	(630,374)
FUND BALANCE					
Non-spendable-Prepaid Expenditures	85,812	85,812	85,812	85,812	85,812
Committed-Facilities	708,000	708,000	708,000	708,000	708,000
Committed-Athletic Facilities	300,000	300,000	300,000	300,000	300,000
Committed-Health Benefit Claims	296,647	296,647	296,647	296,647	296,647
Committed-Instructional Equipment	1,073,644	1,073,644	1,073,644	1,073,644	1,073,644
Committed-New Programs Implementation	83,333	-	-	-	-
Committed-New Programs Startup Costs	-	-	-	-	-
Committed-Performing Arts Equipment	850,000	850,000	850,000	850,000	850,000
Committed-Retirement/Severance	70,062	-	-	-	-
Committed-Supply Carryover	550,000	550,000	550,000	550,000	550,000
Committed-Technology	-	-	-	-	-
Committed-Textbooks	534,551	-	-	-	-
Assigned for Subsequent year expenditures	1,578,420	1,766,741	1,695,131	1,852,436	1,222,063
Unassigned	6,130,469	5,630,845	5,559,234	5,716,539	5,086,166
%	17.2%	15.0%	14.9%	15.1%	13.2%
Unassigned	1,578,420	1,766,741	1,695,131	1,852,436	1,222,063
%	4.4%	4.7%	4.5%	4.9%	3.2%
STATE FUNDING					
State per pupil foundation	\$ 7,569	\$ 7,693	\$ 7,693	\$ 7,693	\$ 7,693
State per pupil foundation change (\$)	\$ 50	\$ 124	\$ -	\$ -	\$ -
Effective per pupil change		25			
STUDENT ENROLLMENT					
New student additions(general ed & special ed FTE)	(3.33)	3.11			
Student Enrollment (October)	3,547.02	3,550.13	3,550.13	3,550.13	3,550.13
PROJECTION ASSUMPTIONS					
Increase academic staff (FTE)	4.70	7.12			
Increase support staff (FTE)	-	-			
New academic staff for International Baccalaureate (FTE)	-	-			
Salary/Wage DEA change (%)	0.00%	0.50%	0.00%	0.00%	0.00%
State Blended Count Method	90%/10%	10%/90%	10%/90%	10%/90%	10%/90%
MPERS Retirement Rate	35.23%	37.06%	36.90%	37.90%	38.90%
FICA Employer Tax Rate	7.65%	7.65%	7.65%	7.65%	7.65%
District Insurance Cost change	0.00%	0.00%	-1.50%	3.00%	3.00%
WISD Special Education Reimbursement	70.00%	70.00%	100.00%	100.00%	100.00%
Indirect Cost Rate to Self-supporting Programs	10.00%	10.00%	10.00%	10.00%	10.00%
Inflation (discretionary)	0.00%	0.00%	0.00%	0.00%	0.00%



DEXTER COMMUNITY SCHOOL
BOARD OF EDUCATION
MEETING SCHEDULE
2016-17

Upon request to the Superintendent, the District shall make reasonable accommodation for a person with disabilities to be able to participate in this meeting.

All meetings are held at the **Creekside Media Center** at 7:00 PM unless otherwise noted.

<u>DAY</u>	<u>DATE</u>	<u>HOLIDAYS / NO SCHOOL DAYS</u>
Monday	July 25*	Business Meeting
Monday	August 22*	
Monday Monday	September 12 September 26	Labor Day = Sept. 5
Monday Monday	October 10 October 24	
Monday	November 14	Thanksgiving = Nov. 24 & 25
Monday	December 12	Winter Break = Dec. 23 - Jan. 6
Monday Monday	January 9, 2016 January 23	Organizational Meeting MLK = Jan. 16
Monday Monday	February 13 February 27	President's Day = Feb. 20
Monday Monday	March 13 March 27	
Monday	April 17	Spring Break = April 3 - 7
Monday Monday	May 8 May 22	Memorial Day = May 29
Monday Monday	June 5 June 19*	

* These meetings will be held in the Copeland Boardroom, 7714 Ann Arbor St.

Note: Board of Education workshop(s) may be set during the year and will be posted prior to meetings.

**Dexter Board of Education
Personnel Committee
Minutes**

Date: May 16, 2016

Location: Creekside Media Center

Time: 6:00-6:55 p.m.

Attendees: Julie Schumaker (chair), Michael Wendorf, Dick Lundy, Supt. Chris Timmis

Discussion Items

1. Superintendent's Contract – language changes to address inconsistencies.
2. Performance-based pay for 2015-16.
3. Student growth and achievement goals, and board priorities, for 2016-17 & 2017-18.

REPRODUCTIVE HEALTH ADVISORY COMMITTEE

Dexter Community Schools

Two-year Report

December 2015

Public Acts 165 and 166 of 2004 and Sections 380.1570, 380.1169, 380.1506, and 388.1766 of the Michigan Compiled Laws require that a report by the Reproductive Health Advisory Committee of the Dexter Community School District be given to the Board of Education every two years. This report is intended to highlight recent activities of the committee and demonstrate district compliance with the state laws.

Committee Membership

The current Reproductive Health Advisory Committee (RHAC) membership profile meets the requirements set forth in Michigan state laws. Co-chairpersons for the 2013/2014 and 2014/2015 school years have been Kim Kirkey, parent and David Teddy, Dexter High School teacher. A membership roster is available upon request.

Meetings

The Dexter Community Schools (DCS) RHAC met five times during the 2013/2014 school year and six times during the 2014/2015 school year. Minutes from each meeting were taken and are available upon request.

Teacher Training

All instructors who teach reproductive health content require certification to teach health. Instructors who teach HIV/AIDS receive additional training in HIV/AIDS education for young people.

Parental Rights and Exclusion from Instruction

Parents are notified in writing in advance of all instruction involving HIV/AIDS and reproductive health. Parents may request that their child be excluded from such instruction by providing the school with a written notice. Students who do not participate in reproductive health classes are provided with alternative activities.

Curriculum Materials

Curriculum materials used in the teaching of reproductive health are formally approved through a process that involves two public hearings and school board approval.

All materials used in the teaching of reproductive health content are available for parents to review prior to the actual instruction time. These materials are on file in the office of the school building in which the material is taught.

Assessment of Reproductive Health Curriculum

The RHAC performs an overall assessment of the reproductive health curriculum currently in place in the DCS. This assessment involves a review of student reproductive

health knowledge and behaviors (through the Michigan Profile for Healthy Youth), and a detailed comparison of health content expectations mandated by the state and the actual content being taught.

Michigan Profile for Healthy Youth (MiPHY)

In December 2013 the MiPHY was administered to 9th and 11th grade students at Dexter High School (DHS). The MiPHY is an online, anonymous student survey developed by the Michigan Department of Education in collaboration with the Michigan Department of Health and Human Services. This assessment tool provides information about student risk behaviors, risk factors, and protective factors associated with sexual behavior (among other health issues).

Current reproductive health curriculum alignment with Michigan State Board of Education mandates

The RHAC reviewed reproductive health curriculum currently being taught in DCS. This information was then compared to the Michigan Department of Education health content expectations for grades K-12.

Activities/Accomplishments

- The RHAC evaluated DCS reproductive health programs using a 2-year cycle of K-12 curriculum and content review.
- The RHAC reviewed the December 2013 MiPHY results. A summary of the MiPHY results and the RHAC responses to these results are available upon request.
- Based on feedback from fourth grade teachers, the RHAC located a male physician to teach the fourth grade boys' reproductive health lesson.
- After a year without an administrative liaison, Kit Moran was appointed as the administrative liaison to the RHAC. The RHAC is very grateful for his expertise and commitment.
- The RHAC met with members of the DHS Gay Straight Alliance to discuss LGBTQ awareness.
- The RHAC met with 4th, 5th, 6th, and 7th grade reproductive health teachers as well as a high school reproductive health teacher to discuss curricula. Connections between teachers were made so that reproductive health pre-tests and post-tests can be shared and continuity of curricula between grades can be maintained.

Goals for 2015-2016 School Year

- The RHAC will conduct a review of the materials recommended on the Reproductive Health Parent Resources page on the DCS website. All recommended website links will be checked to ensure they are still active and appropriate.
- The RHAC is considering a workshop focusing on emotional, personal and sexual safety that would be offered to DHS senior class students.
- The RHAC will strive to ensure that DCS reproductive health curricula is gender inclusive and respectful of all students.

- The RHAC will continue to evaluate reproductive health programs currently in use continuing with a 2-year cycle of K-12 curriculum and content review.

In summary, the Dexter Community School district is in compliance with the current state laws pertaining to HIV/AIDS and reproductive health in the public schools.

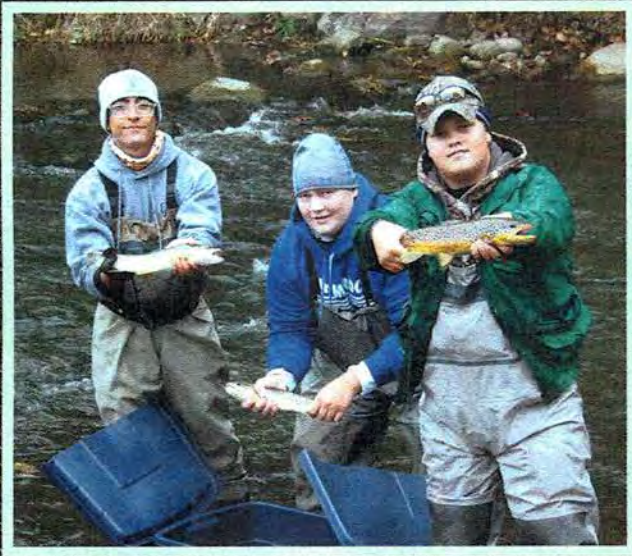
Respectfully submitted,

Kim Kirkey
Parent co-chairperson (2012-2015)
Reproductive Health Advisory Committee
Dexter Community Schools

MILL CREEK WONDERS

HOW FISHERIES SCIENTISTS AND
THE BOYS OF SUMMER INVENTED
A MICHIGAN TROUT STREAM.

BY JOHN BEBOW



ETHAN CRAMER INSET: MIKE MOURADIAN

Before he died several years ago, Au Sable River legend Rusty Gates often said he didn't much care to travel south of a two-lane highway called "M-55," because, with some notable exceptions on Michigan's west side, M-55 serves as an unofficial trout border. The road cuts across the middle of Michigan's mitten shape. Above it you'll find the birthplace of Trout Unlimited. Below it you'll find most of the state's economy, noise and traffic.

So imagine the special purgatory my friend Lance endured last June. A realtor and part-time shop rat at Gates Lodge, Lance thrived above M-55. For years, he caught every hatch just right—until doctors found a rattle in his head.

Treatments to kill a brain tumor marooned Lance in a suburban Detroit hospital. He was free to wander in the warm June evenings, but the Au Sable's famous brown drake hatch was out of reach. Lance needed the tonic of trout water. The only answer was a crazy rumor west of Ann Arbor.

We drove a winding road beside the Huron River, a well-known smallmouth bass fishery. Lance fingered the truck door at every river bend. I kept driving. We reached the town of Dexter, rolled past street cafes, turned left at the fire station, and the town abruptly ended where a dark creek disappeared into the waving grasses of early summer.

"They say there are brown trout in here," I whispered.

"Wow!" Lance exhaled, and we stepped into Mill Creek.



Destiny: Two Men and a Creek

Mill Creek is more than two hours south of M-55. Some summer creeks in these parts can run as tepid as a half-swallowed cup of coffee and hold few fish worth pursuing.

Once upon a time, that was Mill Creek's destiny. Until the leaders of Ann Arbor TU had a hunch. Even better, they had expert fisheries scientists. And they had the teenaged boys of Dexter—drawn to the nearest flowing water like Huck Finn's descendants, they would eventually unlock the creek's fishing secrets.

For decades, AATU (more than 600 members strong) had the same conundrum as some other chapters across America—lots of passion, no local trout water. Members met in church basements and traveled hours north to do habitat work on someone else's home water.

In the late 1960s, an aspiring special education teacher named Bill Phillips aimed to join AATU on an Au Sable River weekend. When his car broke down, he hitchhiked the 190 miles north.

"I was just starting out in fly fishing so I spent a lot of time watching," Phillips recalled. "There was this one guy. It was just incredible what he could do with a fly rod."

That guy was Tom Edsall, a fisheries biologist who would become chief scientist at the U.S. Geological Survey office in Ann Arbor, work there 40 years and lead its Great Lakes fisheries research.

"I ended up giving Bill a ride back to Ann Arbor," Edsall recalled. "I didn't see him again for about 10 years. Then one day he was walking through my neighborhood."

Suddenly, Phillips and Edsall were neighbors. Eventually, they would become partners in the creation of a Mill Creek trout fishery.



MIKE MAOURADIAN



ETHAN CRAMER

Discovery: The Right Place at the Right Time

Dexter is a quaint bedroom community of 4,160 people 20 minutes west of the thriving college town of Ann Arbor (population 117,000). Before it flows through Dexter, much of the 142-square-mile Mill Creek watershed drains a bread basket of potato, corn, dairy, soybean, wheat and hay farms. The farmers used underground tiles to dry their swampy lands, with Mill Creek as the drain.

Over time, stewards of the Huron River envisioned a new kind of Mill Creek. They wanted to remove an old dam in downtown Dexter, drain the millpond, and re-establish a free-flowing stream. At the same time, Ann Arbor TU started searching for local trout water.

"It was a case of right place, right time," said former AATU President Mike Mouradian. Creating a new trout stream would take science. "And when you're in a town like Ann Arbor, you can throw a rock and hit a dozen Ph.D.s."

The founding fathers of the Mill Creek trout project were Tom Edsall and Carlos Fetterolf, a former president of the American Fisheries Society who has since died. Like so many TU projects, this one needed boots on the ground, led by Edsall's neighbor, the long-ago hitchhiker Bill Phillips.

They started their quest in 2006, with temperature monitors in the Huron River. Initial results were disappointing. The dog days of summer pushed water temperatures past lethal levels for trout. But a lone monitor in Mill Creek, downstream of the still-in-place Dexter millpond, showed average mid-summer temperatures below 70 degrees (potential trout water).

In 2008, the Dexter millpond came out. The stream flowed freely and cooled a bit more. In 2009, AATU went back to work and found plenty more creek water below 70 degrees the farther upstream they ventured. It seemed the naturally cool headwaters were further chilled by groundwater sent by farmers' drain tiles.



MIKE MOURADIAN

"It's really a man-made coldwater creek," Edsall concluded.

Ann Arbor Trout Unlimited was on the verge of creating its own home waters.

The Trout Sleuths


Armed with the promising temperature data, AATU earned approval from the Michigan Department of Natural Resources to stock the first 2,000 brown trout in the coolest stretches of Mill Creek in 2011. They moved downstream and stocked 5,400 more over the next two years. Shocking surveys showed the fish grew through hot summers and cold winters.

"Then reality hit," recalled Phillips. "These fish weren't that easy to catch."

In summer 2013, Phillips worked a booth at a Dexter festival to promote the creek. The village council president stopped to say thanks, then chortled when told the trout eluded Trout Unlimited members.

"You guys need to talk to my neighbor's kid," the village council president told Phillips. "He's catching trout in the creek."

Unbeknownst to AATU, the "neighbor kid," 14-year-old Jake Taylor, was on the prowl for all kinds of fish in Mill Creek. Phillips went on the prowl for Jake. Soon Phillips had the teen's photos showing Jake holding football-shaped brown trout tempted by Mepps spinners, hot dogs and corn kernels. Those techniques sparked minor controversy among fly fishing purists. No matter,



Phillips reasoned, and prodded Jake to write a photo-filled Mill Creek fishing guidebook to inspire more anglers to try.

That same summer of 2013, another Dexter kid, Ethan Cramer, heard the Mill Creek rumors. A Michigan State University student, Cramer has never been to a Spartan football game because his fall Saturdays are for fly fishing. Cramer caught his first Mill Creek trout on a fly rod moments after stepping into the creek. He's landed more than 300 more since, none more surprising than the first.

"It was just unbelievable to catch a trout two minutes from my back door,"

Cramer said. "It was the best present I could imagine. Now I have a sense of escape right in my backyard."

Following on Jake Taylor's work, Cramer wrote his own Mill Creek fly fishing guide. Taylor and Cramer donated their guidebooks to AATU. Sales of Taylor's book funded the stocking of 500 more Mill Creek fish in 2014, and sales of Cramer's book will fund future access and stream improvements.

Meanwhile, Bill Phillips launched a "Mill Creek Reporters Club" and documented 200 more trout caught in 2014 and 2015. Fish over 18 inches are coming to net. Cramer caught a

brown over 20, as have others.

"Guys are starting to protect their fishing spots," Phillips said.

Building on AATU's success and inspired in part by the growing fishing reports, the Michigan DNR will stock 2,220 trout in Mill Creek annually through 2020. AATU will stock 500 more each year. There's even some hope the creek trout may reproduce.

"It's a possibility in the upper reaches of the creek—the substrate and water temperatures are right for it," declared Edsall, the fisheries scientist who, at 83 years old, still studies Mill Creek temperatures and hatches and occasionally

SALES OF TAYLOR'S BOOK FUNDED THE STOCKING OF 500 MORE MILL CREEK FISH IN 2014, AND SALES OF CRAMER'S BOOK WILL FUND FUTURE ACCESS AND STREAM IMPROVEMENTS.



MADELINE DRAKE

dusts off the cast his pal Bill Phillips first admired in the late 1960s.

The old millpond site in Dexter now features a popular boardwalk and hills covered in wildflowers. Anglers and other creek lovers flock to an annual Dexter-Mill Creek Trout Festival. There's a fly shop downtown called "The Painted Trout."

Stretching the Trout Unlimited Mission?

TU aims to protect trout streams and restore degraded trout water. Yet brown trout are not native to the United States. In that respect, every brown trout river in America is man-made. Mill Creek is more man-made than most.


"We're dancing right on the edge of what we're supposed to do as a TU chapter," said former AATU President Mouradian. "But you've got to work with what you have."

Ethan Cramer is a bit more mercenary.

"There used to be a lot more trout streams in Michigan and around the country," he said. "So, when we have the opportunity to actually *create* a trout fishery from scratch, I think Trout Unlimited should be really excited. It's tough to get people interested if there's no fishing nearby."

Pure Discovery

Just a few casts into our June evening, Lance whooped as a foot-long brown trout exploded on my fly. In the last minutes of daylight, we debated whether Mill Creek looked more like the Upper Manistee or the Lower Jordan—two prime trout streams hours to the north. A big brown trout rose above the next riffle, considered Lance's offerings, then waked upstream, deeper into the grasslands west of Dexter. We walked back to my truck through a graveyard after dark, knowing that whatever happened on the rivers north of M-55 that night, we didn't miss a thing.

"It's just the discovery of it," Lance said. "The pure discovery. It's Huck Finn stuff, man." 



"THERE USED TO BE A LOT MORE TROUT STREAMS IN MICHIGAN AND AROUND THE COUNTRY. SO, WHEN WE HAVE THE OPPORTUNITY TO ACTUALLY CREATE A TROUT FISHERY FROM SCRATCH, I THINK TROUT UNLIMITED SHOULD BE REALLY EXCITED." —ETHAN CRAMER

TAYLOR TUCKER GRAY

