



NOVI COMMUNITY SCHOOL DISTRICT
PROVIDE IMPACTFUL OPPORTUNITIES FOR ALL TO CULTIVATE LIFELONG LEARNING.

Board of Education 2022 Agenda

Dr. Danielle Ruskin
President

Mr. Paul Cook
Vice President

Mrs. Kathy Hood
Treasurer

Mrs. Bobbie Murphy
Secretary

Mr. Tom Smith
Trustee

Mr. Willy Mena
Trustee

Mrs. Mary Ann Roney
Trustee

Meeting Date: May 19, 2022
Educational Services Building
25345 Taft Road
Novi, MI 48374



NOVI BOARD OF EDUCATION
Regular Meeting: May 19, 2022
7:00 PM
AGENDA

- I. CALL TO ORDER**
- II. PLEDGE OF ALLEGIANCE**
- III. APPROVAL OF THE AGENDA**
- IV. AWARDS/RECOGNITIONS/PRESENTATIONS**
 - a. Michigan State University – Nancy Colflesh Distinguished Alumni Award
- V. ELECTION OF OFFICERS**
- VI. ENTER INTO CLOSED SESSIONS FOR THE PURPOSE OF:**
 - a. First: OMA - Section 8(1)(a) to discuss a complaint against a public officer
 - b. Second: OMA - Section 8(1)(h) to consider a written legal opinion from the Thrun Law Firm, P.C.
- VII. COMMENTS FROM THE AUDIENCE**
 - *Individuals who wish to address the Board must identify themselves, their address, and any organization they may represent*
 - *The Board and individual Board members will not directly respond to comments or questions that arise during the public participation portion of the meeting*
 - *Individuals who wish to address the Board shall direct their comments to the entire Board and not to individual Board members, the Superintendent, other School District employees or members of the audience.*
 - *Behavior that is intemperate, abusive, defamatory or discourteous or that otherwise interferes with the orderly conduct and timely completion of the Board meeting is strictly prohibited.*
- VIII. ACTING SUPERINTENDENT’S REPORT**
- IX. ADMINISTRATIVE REPORTS**
- X. BOARD COMMUNICATION**
- XI. CONSENT AGENDA**
 - a. Approval of Minutes
- XII. ACTION ITEMS**
 - a. Personnel Report
 - b. Oakland School 2022-2023 Budget Resolution
- XIII. INFORMATION AND DISCUSSION**
 - a. Policies Updates and Revision
 - b. Novel Purchase
 - c. OCSBA Election 2022
- XIV. COMMITTEE REPORTS**
 - a. Curriculum Committee
 - b. Governance and Policy Committee
- XV. ADJOURNMENT**

**BOARD OF EDUCATION
NOVI COMMUNITY SCHOOL DISTRICT
NOVI, MICHIGAN
May 19, 2022**

ASSISTANT SUPERINTENDENT OF HUMAN RESOURCES

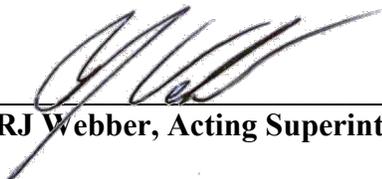
TOPICS: Nancy A. Colflesh Distinguished Alumni Award

Every Spring, the Department of Educational Administration, in the College of Education, at Michigan State University recognizes an exceptional administration graduate. This award is given to one of their alumni who is an excellent practitioner or researcher in the area of educational leadership

This year, the Michigan State University Department of Educational Administration is excited to honor another dynamic educator who is one of our own, Dr. RJ Webber. Dr. Webber is the 2022 recipient of the distinguished Nancy A. Colflesh Distinguished Alumni Award. Tonight, we would like to take the opportunity to express our deep congratulations and appreciation to Dr. RJ Webber.

On behalf of the District, students, staff, and community, who are the real recipients of Dr. Webber's vision for the possibilities of what can be, his exceptional work and dedication to make it a reality, we would like to convey our deepest expression of gratitude for his 11-year journey toward that vision of the future of Novi's students and the District.

**APPROVED AND RECOMMENDED FOR
AWARDS/RECOGNITION**



RJ Webber, Acting Superintendent

**BOARD OF EDUCATION
NOVI COMMUNITY SCHOOL DISTRICT
NOVI, MICHIGAN
May 19, 2022**

BOARD OF EDUCATION

TOPIC: Election of School Board Officers

In the Board Operating Procedures, Election of Officers, and according to M.C.L. 380.11 a, the Board shall fill a vacancy in any Board officer position within thirty (30) days of the occurrence of the vacancy. A vacancy among officers of the Board shall be filled by majority action of the Board.

Tonight, the Board shall discuss and vote to fill the position of Board Secretary.

RECOMMENDATION:

That the Novi Board of Education elects the following officer for the remainder of 2022 for the positions of Board Secretary, _____.

**APPROVED AND RECOMMENDED
FOR ELECTION OF OFFICERS**

**BOARD OF EDUCATION
NOVI COMMUNITY SCHOOL DISTRICT
NOVI, MICHIGAN
May 19, 2022**

SUPERINTENDENT OF SCHOOLS

TOPIC: Consent Items

Items included in the Consent Items are those which have previously been considered by the Board in committee or at a prior meeting, or of such a routine nature, that discussion is not required. Board members may request that any items be removed from Consent Items for further discussion, if additional information is needed or available.

CONSENT ITEMS

- A. Approval of Minutes
 - a. Regular Meeting Minutes of May 5, 2022
 - b. Closed Session Minutes of May 5, 2022

RECOMMENDATION:

That the Novi Community Schools Board of Education approve the Consent Item(s) as presented.

**APPROVED AND RECOMMENDED
FOR BOARD ACTION**



RJ Webber, Acting Superintendent



**Minutes of a Regular Meeting, May 5, 2022
Novi Community School District
Board of Education**

A Regular Meeting of the Board of Trustees of Novi Community School District was held on Thursday, May 5, 2022, beginning at 7:00 PM.

Present: Dr. Ruskin, Mr. Mena, Mr. Cook, Mr. Smith, Mrs. Roney, Mrs. Murphy, and Mrs. Hood

Absent:

PLEDGE OF ALLEGIANCE

Members of the audience joined with the Board in the Pledge of Allegiance.

APPROVAL OF THE AGENDA

It was moved by Mr. Smith and supported by Mrs. Murphy that the Novi Community School Board of Education approve the agenda as presented.

Ayes: 7 Dr. Ruskin, Mr. Smith, Mrs. Murphy, Mr. Mena, Mr. Cook, Mrs. Roney, and Mrs. Hood

Nays:

MOTION CARRIED

AWARDS/RECOGNITIONS/PRESENTATIONS

School Board Member Recognition

The Novi Community School District was notified by the Michigan Association of School Boards (MASB) that Kathy Hood was recognized at the OCSBA and MASB Awards Ceremony. Don Wotruba, Executive Director for MASB recognized her the Award of Distinction.

Tonight, we would like to take the opportunity to express our deep appreciation and acknowledge her work and dedication as a Board member and we continue to share her vision and voice about the future of Novi's children in their roles as Board members, community members, and dedicated volunteers.

Staff Appreciation

In 1944, political and educational leaders began the discussion for a day to honor teachers. In 1953, Eleanor Roosevelt was successful in her argument with congress to proclaim a National Teacher's Day, in March. In 1985, the National PTA established the first week of May as Teacher Appreciation Week, with the Tuesday being National Teacher Day.

The Novi Community School District, knowing that all staff contribute to the success of all students, is recognizing, celebrating, and honoring our dedicated staff during this first week of May for all that they do every day to support our students, their families, and each other. Especially during the unprecedented times during the pandemic, they have played a critical role in educating and shaping our students. Guiding them through the challenges in a positive direction.

Tonight, we honor our staff, but the honor is ours because we have the privilege to have staff

who are exceptional. We would like to take this opportunity to express our deep appreciation and acknowledge their work and dedication as a Novi Community School District staff who continue to share the vision and support the voice about the future of Novi's children.

“A good teacher can inspire hope; ignite the imagination, and instill a love of learning.” ~ Brad Henry

COMMENTS FROM THE AUDIENCE

There were 18 comments from the audience regarding the investigation, the superintendent search, and policy.

SUPERINTENDENT'S REPORT

Dr. Steve Matthews, Superintendent of Schools, stated that he wanted to reinforce that in our District we are very thankful for the staff and the effort that they give each day to our students. He reported that he sees our maintenance staff plowing driveways and parking lots at 2:30 in the morning and he sees bus drivers get to the bus garage at 6:00 in the morning. Dr. Matthews said that he sees our teachers working with students after school and preparing their lessons late in the evening. He mentioned that every day he is very aware of and appreciative of the effort that they give to our students every day. Dr. Matthews reported that in this one week of the year when we honor them, he thinks is far too little and they do a tremendous job for our students and he deeply appreciates all that they give and all that they do.

ADMINISTRATIVE REPORTS

Mr. McIntyre, Assistant Superintendent of Business and Operations, reported that the food service RFPs are due tomorrow, Friday, at 2:00 p.m. He stated that the food services committee consists of Mrs. Hood, Dr. Kinzer, Deanna Wheeler, John Brickey, and himself. Mr. McIntyre said that once the process is wrapped up, the business office will make a recommendation to the Board for consideration and then they will move on to the custodial contract. He mentioned that the finance committee meeting is Monday, May 23rd, at 4:00 PM and the business office will present a preliminary budget at that time before it goes to the full Board.

Dr. Kinzer, Assistant Superintendent of Human Resources, reported that on Tuesday, he was able to attend the MASA School Safety Summit in Lansing with a team of people from our District. He stated that they were able to learn alongside law enforcement, administrators, and other school personnel from across the state. Dr. Kinzer said that the focus was heavily on social emotional learning, as well as the importance of relationship in the school setting; to be preventative and to create the safest environment possible. He mentioned that the keynote speaker was a teacher from Sandy Hook Elementary School in Newton, Connecticut.

Dr. Kinzer reported that she was shot and survived and is now a principal in a neighboring school district, in Connecticut. He stated that her story was very powerful and the biggest takeaway for the day was affirmation for the strong systems that we have in place in our District, but also some ideas for growth and improvement.

Dr. Kinzer reported that yesterday he was able to attend the Oakland County Outstanding Teacher of the Year Awards. He stated that is an event that is traditionally held at Oakland Schools, but this year was held at the Flagstar Strand Theater, in Pontiac. Dr. Kinzer said that it was all 28 district within the ISD attending to celebrate all of our county wide teachers of the year as well as the winners in

each category. He mentioned that it was a great event celebrating the successful teaching that happens, certainly in the Novi Community School District, but also throughout Oakland County.

Dr. Kinzer echoed Dr. Matthews' comments and issued a tremendous thank you for teachers, administrators, secretaries, bus drivers, custodian, support staff and he apologized if he left anyone out. He reported that all of the many people in the school district that make this a tremendous place for students to learn.

Dr. RJ Webber, Assistant Superintendent for Academic Services, reported that tonight he was going to read some names and these are the names of people who serve your children, our children. He stated that as he read these names we would recognize them and that there are going to be one or two, maybe 500, of them. Dr. Webber started with the name of a person who was hired in this community school district on September 3, 1974 and that was Leslie Condon, who served this District for 47 years. He said people who need to be honored in this time are the people that he was going to read. Dr. Webber mentioned that they will be in rank order of hiring. He proceeded to read all of the teachers on the list and next read the counselors and psychologists.

Dr. Webber reported that the names that he just read are the people who make our school district full. He stated that it is not about a charismatic leader; it is not about, with all due respect, a board member. Dr. Webber said that it is about people who show up every single day to serve our children. He mentioned that Leslie Condon has done so for 47 years with love and with grace going all the way to a person that may have been hired as early as last week.

Dr. Webber said, to you, my fellow educators and teachers, thank you. He reported that it has not been an easy two (2) years and our kids have benefited from your love, your compassion, and your care. Dr. Webber mentioned that he was glad he was able to read your name and hopes that you heard it.

BOARD COMMUNICATION

Mrs. Murphy, Board Trustee, reported that Tuesday, the Novi Mental Health Alliance along with the Novi Community Coalition had Dr. Lisa Damour, a psychologist, who studies a lot of anxiety and stress issues in kids. She stated that Dr. Damour is a prolific writer and is on her fourth book. Mrs. Murphy said that she is young and they recorded the Zoom and hopefully they are going to make it available to the public. She mentioned that it was really great information for parents on how to talk to kids about stress and anxiety.

Mrs. Murphy reported that she found it quite to be a little bit of a paradigm shift that she was suggesting in terms of what is out in the world about how bad anxiety is and how bad stress is. She stated that it is a different way of looking at that and helps you have a dialogue with kids about how to manage stress and anxiety, which is different than stress and anxiety itself. Mrs. Murphy said that it was fascinating and she is hoping that they will make that available, then it can be sent out to parents through a newsletter or the District.

Mrs. Murphy reported that she had the opportunity to visit Orchard Hills this week, which was fantastic. She stated that she got quite an earful from a fourth grade class on what kind of superintendent they would like to have. Mrs. Murphy said that she will be sharing that a little later. She mentioned that it was fascinating and our kids are fantastic, insightful, thoughtful, and eager to be a part of the discussion and the dialogue and she thought it was great that they had an opportunity to do that.

Mrs. Murphy reported that it was great to get over there when it was staff appreciation week, to be able to see some of the teachers in their classrooms and at least honor the few she got to see. She expressed her

gratitude to them and the new principal. She stated that it was the first time she been over there since their new entrance. Mrs. Murphy said that it was so much better than the prior entrance was and the space has just much more natural light and everything. She mentioned they had done a really great job on that building, making it both safer and more conducive to the environment for kids.

Mrs. Hood, Board Treasurer, reported the Band Boosters will be holding their annual bottle drive this Saturday, May 7th, from 9:00 to 2:00. She stated that you can put your returnable at the curb by 9:00 or you can drop them off at the high school through 2:00. Mrs. Hood said that If you are driving by, they will also take cash donations, so if you have an extra twenty-dollar bill, they will love you.

Mrs. Hood reported that she spent some time with Principal Carino, at Parkview. She stated that this is her school this semester. Mrs. Hood said that it is a nice facility with lots of learning going on in many different ways. She mentioned that some kids were sitting in lounge chairs with their laptops, some were sitting on the floor watching the screen, and everyone was engaged.

Mrs. Hood reported that she listened to Dr. Webber as he read a lot of names and some of the earlier names in that list. She stated that Mr. Langley has a podcast call Thriving Educators and last week she listened to a podcast and it was the best 20 minutes she had spent. Mrs. Hood said that his guest was Hattie Maguire and their discussion was around the title, Never Laminate, and it was advice that she got from her mom, who was a teacher. She mentioned that in essence it is keep changing, do not stick with what you know. Mrs. Hood reported that it was an inspiring and impressive conversation with two (2) really effective and seasoned teaching professional within Novi Schools. She stated that we are so fortunate to have leaders like that in our midst.

Mr. Cook, Board Vice-President, reported that he attended the boys' lacrosse. He stated the unfortunately, the JV tied varsity. Mr. Cook said the middle school got to play under the lights at the high school. He mentioned that if you go to these events, then you notice that no one has the facilities that we have.

Mr. Cook reported that they are outstanding and that in no small part is due to out maintenance crew and custodial crew. He stated that they quite often get overlooked. Mr. Cook said that even though the custodial crew is outsourced, they are still our staff and we greatly appreciate the things that they do to keep our facilities in to-notch shape. Mr. Cook wanted to make sure that they received their accolades.

Dr. Ruskin, Board president, reported that she had the opportunity, a couple of Tuesdays ago, to go to the local scholarship breakfast, which is always a great event, at the Civic Center. She stated that we have some great community groups out there, the Rotary, and some private groups, some great memorial funds that have been created in memory of Novi residents and Novi students. Dr. Ruskin said we had 36 to about 38 students who actually received local scholarships for their future education. She mentioned that it was wonderful to see because there were kids from academia to sports, to kids who had really worked hard through a challenging time and were quite deserving of the scholarship that they received.

CONSENT AGENDA

Items included in the Consent Items are those which have previously been considered by the Board in committee or at a prior meeting, or of such a routine nature, that discussion is not required. Board members may request that any items be removed from Consent Items for further discussion, if additional information is needed or available.

CONSENT ITEMS

- A. Approval of Minutes
 - a. Regular Meeting Minutes of April 21, 2022

It was moved by Mr. Cook and supported by Mrs. Roney that the Novi Community Schools Board of Education approve the Consent Item(s) as presented.

Ayes: 7 Dr. Ruskin, Mr. Mena, Mr. Cook, Mr. Smith, Mrs. Roney, Mrs. Murphy, and Mrs. Hood

Nays: 0

MOTION CARRIED

ACTION ITEMS

Personnel Report

Gary Kinzer, Assistant Superintendent of Human Resources, presents for your consideration the following personnel changes:

A. New Hires

<u>Name</u>	<u>Bldg.</u>	<u>Assignment</u>	<u>Reason</u>	<u>Rate</u>	<u>Effective</u>
Kilgore, Kevin	HS	Counselor	New Hire	MA+15	08-18-22

B. Retirements and Resignations

<u>Name</u>	<u>Bldg.</u>	<u>Assignment</u>	<u>Reason</u>	<u>Effective</u>
Webber, RJ	ESB	Asst. Supt. for Academics	Resigned	06-30-22
Goldberg, Erin	NM	Social Worker	Resigned	06-10-22
Westrate, Samantha	OH	ELD Teacher Lead	Resigned	06-15-22
Geiger, Justine	Adult Ed	Student Data Assistant	Resigned	05-13-22
Rase, Kathleen	ESB	Guest Teacher Specialist	Retired	06-10-22

C. Leaves of Absence

<u>Name</u>	<u>Bldg.</u>	<u>Assignment</u>	<u>Reason</u>	<u>Effective</u>
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It was moved by Mr. Cook and supported by Mr. Mena that the Novi Community Schools Board of Education approve the personnel report as presented.

Ayes: 7 Dr. Ruskin, Mrs. Hood, Mr. Mena, Mr. Cook, Mr. Smith, Mrs. Roney, and Mrs. Murphy

Nays: 0

MOTION CARRIED

Spanish Field Trip

Marci Abel, Lisa Meyer-Garbovits, and Kaitlyn West-Cardenas, Novi High School Spanish teachers, are requesting that students travel to Costa Rica, March 24-April 2, 2023. The purpose of the trip is to give students the opportunity to see, hear, and use Spanish in action, in a native setting, with all of the cultural components at work. The tour, offered by Explorica, will provide an opportunity in Costa Rica to be immersed in the rich, vibrant Latino culture and history. International travel is one of the options to meet the fifth standard of the Spanish course.

They have led groups of students to Costa Rica in 2010 and 2012. The group size would be approximately 10-25 students. The students will be chaperoned by Ms. Marci Abel, Mr. Robert Baker, NHS Assistant Principal, and two to six other Spanish teachers as needed, based on student participation. The cost of the trip is approximately \$2,995, plus incidentals and spending

money. This cost covers airfare, hotels, ground transportation, taxes, tips and three meals daily.

Explorica is providing a \$200 scholarship award to each student. A set of fundraisers may be planned to help out with spending money for the trip. Students and parents are responsible for all payments.

It was moved by Mr. Mena and supported by Mrs. Murphy that the Novi Community Schools Board of Education approve Spanish Language Immersion Trip to Costa Rica, March 24-April 2, 2023.
Ayes: 7 Dr. Ruskin, Mr. Mena, Mr. Cook, Mr. Smith, Mrs. Roney, Mrs. Hood, and Mrs. Murphy

Nays: 0

MOTION CARRIED

France Field Trip

Nick LeTarte, Novi High School French teacher, are requesting Board approval to travel to France, Belgium, and Switzerland his French students. This trip is a ten-day chaperoned tour with a variety of experiences and learning opportunities.

Highlights of the trip include a visit to:

- Parisian Monuments:
 - the Notre Dame Cathedral,
 - the Louvre,
 - the Eiffel Tower,
 - the Palace of Versailles,
- Brussels, Belgium
- Nice and Geneva, Switzerland, and much more.

The cost of the trip is approximately \$4,300.00 per student, plus incidentals and spending money. Mr. LeTarte and Mrs. Baker will be chaperoning this trip. All aspects of this trip will be arranged by Explorica. Before COVID-19, this basic has taken place in 2007, 2009, 2011, 2013, 2017, and 2019.

It was moved by Mrs. Hood and supported by Mr. Cook that the Novi Community School District Board of Education approve the addition to policy 2002 as presented above.

Ayes: 7 Dr. Ruskin, Mr. Mena, Mr. Cook, Mr. Smith, Mrs. Roney, Mrs. Hood, and Mrs. Murphy

Nays: 0

MOTION CARRIED

INFORMATION AND DISCUSSION

Oakland Schools 2022-2023 Budget Resolution

Per the Michigan Revised School Code, Section 380.624(2), the Oakland Schools annual budget must be presented to Oakland County's 28 school districts by May 1 each year. Oakland Schools distributed three sets of the fiscal year 2022-23 proposed budget documents: a set for the Superintendent, Business Manager, and Board Treasurer, Kathy Hood.

Per section 624(2)(b), the following actions are required by the district for compliance:

- 1) Review the Intermediate School District's General Education Fund operating budget.

- 2) Not later than June 1st adopt a board resolution expressing support for or disapproval of the proposed budget.
- 3) Submit to the ISD's board of education any specific objections and proposed changes to said budget.

Per section 624, only the general operating fund budget requires a board resolution. However, the ISD has provided all of their draft budgets: Special Education, Career Focused Education, Special Revenue-Cooperative Activities, Debt Service, Capital Projects, Enterprise and Internal Service, and Grant Funds budgets.

While not a statutory requirement, the Oakland Schools Board of Education held a remote Designates Meeting on Monday, April 25, 2022, at 6:00pm, providing local board designates and district administrative staff an opportunity to hear a presentation on the budget and ask questions prior to finalizing a board resolution on or before June 1.

Two resolutions are attached, one supporting the ISD budget and one disapproving it. They are presented to the Board tonight for information and discussion, with adoption of one at the May 19, 2022, regular meeting.

SUPERINTENDENT SEARCH

Dr. Ruskin stated that in the interest of time and because there is no reason for the administration to be here. She stated that they had requested to leave and they will be leaving now. The Board took a brief two (2) minute break beginning at 8:40 p.m. The Board returned at 8:51 p.m.

Superintendent Posting Discussion

Dr. Ruskin shared information they had received from Dr. Hagel, who facilitated the community sessions. She stated that the Board also needed to discuss the pay range and the superintendent contract. Dr. Ruskin said that the Superintendent Search Committee had met with Mr. McIntyre to review the salary analysis of other districts in Oakland County in comparison to what our current superintendent contract has in it. She mentioned that all of this is in the Board packet. Dr. Ruskin reported that it has the salary in there, the enrollment of students, that there is not an annuity or vehicle allowance.

Before going into a closed session, Mr. Mena, Board Trustee, read a statement to the Board and audience.

ENTER INTO A CLOSED SESSION FOR THE PURPOSES OF:

- a. First: OMA - Section 8(1)(h) to consider a written legal opinion from the Allen Law Group
- b. Second: OMA - Section 8(1)(a) to consider a complaint against a public officer
- c. Third: OMA - Section 8(1)(h) to consider a written legal opinion from the Thrun Law Firm, P.C.

It was moved by Mr. Smith and supported by Mrs. Murphy that the Novi Community School District move to a closed session

Ayes: 7 Dr. Ruskin, Mr. Mena, Mr. Cook, Mr. Smith, Mrs. Roney, Mrs. Hood, and Mrs. Murphy

Nays: 0

by Roll Call Vote

MOTION CARRIED

The Board moved into a closed session at 9:15 p.m.

BOARD RETURNS FROM CLOSED SESSION

It was moved by Mr. Cook and supported by Mrs. Murphy that the Novi Community School District Board of Education return from a closed session.

Ayes: 7 Dr. Ruskin, Mr. Mena, Mr. Cook, Mr. Smith, Mrs. Roney, Mrs. Hood, and Mrs. Murphy

Nays: 0

MOTION CARRIED

The Board returned from a closed session at 12:57 a.m.

Board Statement

Board members had a brief discussion and then Dr. Ruskin, Board President, read a statement on behalf of the Board:

In late February of 2022, the Novi Community School District administration became aware of a complaint made by a District student against Board member, Willy Mena. At the March 3rd Board Meeting, the Board approved the Allen Law Group to conduct a fact finding investigation regarding a student complaint.

The Allen Law Group completed its investigation and did the final review with the Board of Education on May 5th. The investigation was detailed and included video along with interviews and statements.

The Board has provided Me. Mena with due process, and he has been represented by legal counsel.

After receiving all of the available evidence from the Allen Law Group, there was no malicious intent found in the investigation. There was a preponderance of evidence that Mr. Mena violated the Board's Code of Ethics, contained in the Board of Education's operating procedures, by touching the hair of a student.

As a result, the Novi Community School District Board of Education makes the following recommendation:

Recommendation:

The Novi Community School District Board of Education recommends that Mr. Willy Mena be removed from his position as Board secretary and any Board Committee chair positions.

In addition, Mr. Mena will not attend any Novi Community School District extracurricular activities including graduation through the 2021-2022 school year out of respect for the student's concerns.

The District will continue to provide support services to the student until further notice.

All Board members will participate in training on legal standards moving forward.

It was moved by Mr. Cook and supported by Mrs. Murphy that the Novi Community School District Board of Education approve the recommendation as presented.

Ayes: 5 Dr. Ruskin, Mr. Cook, Mr. Smith, Mrs. Hood, and
Mrs. Murphy
Abstaining: 1 Mr. Mena,
Nays: 1 Mrs. Roney

MOTION CARRIED

ADJOURNMENT

It was moved by Mr. Smith and supported by Mrs. Hood that the Novi Board of Education Regular Board meeting be adjourned.

Ayes: 7 Dr. Ruskin, Mr. Mena, Mr. Cook, Mr. Smith, Mrs. Roney, Mrs. Murphy, and Mrs. Hood

Nays: 0

MOTION CARRIED

The meeting adjourned at 1:12 a.m. The next regular meeting of the Board is scheduled for May 19, 2022 at 7:00 p.m., at the Educational Services Building.

Board Secretary

An online recording of this meeting is available on YouTube and on the District Website: novi.k12.mi.us



**Minutes of a Closed Session, May 5, 2022
Novi Community School District
Board of Education**

A Closed Session of the Board of Trustees of Novi Community School District was held Thursday, May 5, 2022, beginning at 9:15 PM.

Present: Dr. Ruskin, Mr. Smith, Mrs. Hood, Mr. Mena, Mrs. Murphy, Mr. Cook, and Mrs. Roney
by Roll Call

Absent:

TOPIC(S) DISCUSSED

A public body may meet in a closed session only for one or more purposes as specified in the Open Meetings Act.

The Board moved into a closed session for the purposes of:

First: Section 8(1)(h) to consider a written legal opinion from the Allen Law Group.

Second: Section 9(1)(a) to consider a complaint against a public officer.

Third: Section 8(1)(h) to consider a written legal opinion from the Thrun Law Firm, P.C.

No action was taken by the Board at these meetings.

The Closed Session ended at 12:57 AM. The next regular meeting of the Board is scheduled for May 19, 2022 at 7:00 PM, at the Educational Service Building.

Board Secretary

An online recording of this meeting is available on YouTube and on the District Website: novi.k12.mi.us

**BOARD OF EDUCATION
NOVI COMMUNITY SCHOOL DISTRICT
NOVI, MICHIGAN
May 19, 2022**

ASSISTANT SUPERINTENDENT OF HUMAN RESOURCES

TOPIC: Personnel Recommendations

Gary Kinzer, Assistant Superintendent of Human Resources, presents for your consideration the following personnel changes:

A. New Hires

<u>Name</u>	<u>Bldg.</u>	<u>Assignment</u>	<u>Reason</u>	<u>Rate</u>	<u>Effective</u>
Day, Rebecca	NW	Special Ed Para	New Hire	Level B	05-20-22

B. Retirements and Resignations

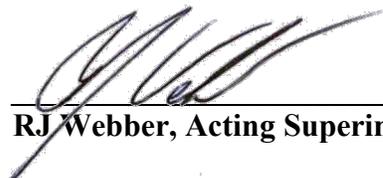
<u>Name</u>	<u>Bldg.</u>	<u>Assignment</u>	<u>Reason</u>	<u>Effective</u>
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C. Leaves of Absence

<u>Name</u>	<u>Bldg.</u>	<u>Assignment</u>	<u>Reason</u>	<u>Effective</u>
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RECOMMENDATION: That the Novi Community School District Board of Education adopts the personnel report recommendations as presented.

**APPROVED AND RECOMMENDED
FOR BOARD ACTION**



RJ Webber, Acting Superintendent

**BOARD OF EDUCATION
NOVI COMMUNITY SCHOOL DISTRICT
NOVI, MICHIGAN
May 19, 2022**

ASSISTANT SUPERINTENDENT OF BUSINESS AND OPERATIONS

TOPIC: Oakland Schools Intermediate School District Budget 2022-23

Per the Michigan Revised School Code, Section 380.624(2), the Oakland Schools annual budget must be presented to Oakland County's 28 school districts by May 1 each year. Oakland Schools distributed three sets of the fiscal year 2022-23 proposed budget documents: a set for the Superintendent, Business Manager, and Board Treasurer, Kathy Hood.

Per section 624(2)(b), the following actions are required by the district for compliance:

- 1) Review the Intermediate School District's General Education Fund operating budget.
- 2) Not later than June 1st adopt a board resolution expressing support for or disapproval of the proposed budget.
- 3) Submit to the ISD's board of education any specific objections and proposed changes to said budget.

Per section 624, only the general operating fund budget requires a board resolution. However, the ISD has provided all of their draft budgets: Special Education, Career Focused Education, Special Revenue-Cooperative Activities, Debt Service, Capital Projects, Enterprise and Internal Service, and Grant Funds budgets.

While not a statutory requirement, the Oakland Schools Board of Education held a remote Designates Meeting on Monday, April 25, 2022, at 6:00pm, providing local board designates and district administrative staff an opportunity to hear a presentation on the budget and ask questions prior to finalizing a board resolution on or before June 1.

Two resolutions are attached, one supporting the ISD budget and one disapproving it. They are presented to the Board tonight for information and discussion, with adoption of one at the May 19, 2022, regular meeting.

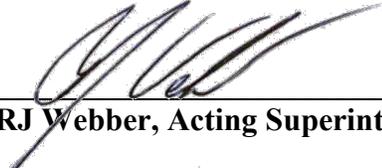
RECOMMENDATION 1:

That the Board of Education adopts the attached resolution, supporting the ISD budget.

RECOMMENDATION 2:

That the Board of Education adopts the attached resolution, disapproving the ISD budget.

**APPROVED AND RECOMMENDED
FOR BOARD ACTION**



RJ Webber, Acting Superintendent

Support for General Fund Budget

ISD BUDGET RESOLUTION

Novi Community School District, Novi, Michigan (the “District”)
A Regular meeting of the board of education of the District was held in the Educational Services Building in the District, on the 19 day of May, 2022 at 7:00 o’clock in the evening.

The meeting was called to order by Dr. Ruskin, President.

Present: Members Danielle Ruskin, Paul Cook, Kathy Hood, Willy Mena, Bobbie Murphy, Mary Ann Roney, and Tom Smith

The following preamble and resolution were offered by Member _____ and supported by Member _____:

WHEREAS:

- 1. Section 624 of the Revised School Code, as amended, requires the intermediate school board to submit its proposed General Fund budget no later than May 1 of each year to the board of each constituent district for review; and
- 2. Not later than June 1 of each year, the board of each constituent district shall review the proposed intermediate school district General Fund budget, shall adopt a board resolution expressing its support for or disapproval of the proposed intermediate school district General Fund budget, and shall submit to the intermediate school board any specific objections and proposed changes the constituent district board has to the budget.

NOW, THEREFORE BE IT RESOLVED THAT:

- 1. The board of education has received and reviewed the proposed intermediate school district General Fund budget in accordance with Section 624 of the Revised School Code, as amended, and by the adoption of this resolution, expresses its support for the proposed intermediate school district General Fund budget.
- 2. The secretary of the board of education or his/her designee shall forward a copy of this resolution to the intermediate school board or its superintendent no later than June 1.
- 3. All resolutions insofar as they conflict with this resolution be and the same are hereby rescinded.

Ayes: Members

Nays: Members

Resolution declared adoption.

Secretary, Board of Education

The undersigned duly qualified and acting Secretary of the Board of Education of Novi Community School District, Michigan, hereby certifies that the foregoing is a true and complete copy of a resolution adopted by the Board of Education at a Regular meeting held on May 19, 2022, the original of which resolution is a part of the Board's minutes, and further certifies that notice of the meeting was given to the public under the Open Meetings Act, 1976 PA 267, as amended.

Secretary, Board of Education

Disapproval of General Fund Budget

ISD BUDGET RESOLUTION

Novi Community School District, Novi, Michigan (the “District)

A Regular meeting of the board of education of the District was held in the Educational Services Building in the District, on the 19 day of May, 2022 at 7:00 o’clock in the evening.

The meeting was called to order by Dr. Ruskin, President.

Present: Members Danielle Ruskin, Paul Cook, Kathy Hood, Willy Mena, Bobbie Murphy, Mary Ann Roney, and Tom Smith

Absent: Members

The following preamble and resolution were offered by Member _____ and supported by Member _____ :

WHEREAS:

1. Section 624 of the Revised School Code, as amended, requires the intermediate school board to submit its proposed General Fund budget no later than May 1 of each year to the board of each constituent district for review; and

2. Not later than June 1 of each year, the board of each constituent district shall review the proposed intermediate school district General Fund budget, shall adopt a board resolution expressing its support for or disapproval of the proposed intermediate school district General Fund budget, and shall submit to the intermediate school board any specific objections and proposed changes the constituent district board has to the budget.

NOW, THEREFORE BE IT RESOLVED THAT:

1. The board of education has reviewed the proposed intermediate school district General Fund budget and has determined that it disapproves of certain portions of the proposed intermediate school district General Fund budget which objections, along with proposed changes, if any, are set forth on Exhibit A attached hereto and incorporated herein by reference.

2. The superintendent is hereby directed to submit a certified copy of this resolution to the intermediate school board and/or to the intermediate school district superintendent with the specific objection and proposed changes that this board has to the budget.

3. All resolutions insofar as they conflict with this resolution be and the same are hereby rescinded.

Ayes: Members

Nays: Members

Resolution declared adoption.

Secretary, Board of Education

The undersigned duly qualified and acting Secretary of the Board of Education of Novi Community School District, Michigan, hereby certifies that the foregoing is a true and complete copy of a resolution adopted by the Board of Education at a Regular meeting held on May 19, 2022, the original of which resolution is a part of the Board's minutes, and further certifies that notice of the meeting was given to the public under the Open Meetings Act, 1976 PA 267, as amended.

Secretary, Board of Education

**BOARD OF EDUCATION
NOVI COMMUNITY SCHOOL DISTRICT
NOVI, MICHIGAN
May 19, 2022**

SUPERINTENDENT OF SCHOOLS

TOPIC: Policy Updates and Revisions

The Governance and Policy Committee met on March 14, 2022 and the again on April 4 to review two (2) policies: Policy 3004 – Textbooks and other instructional materials; and Policy 8010 – Digital Communications, a Social Media Policy. They are bringing them before the Board tonight for information and discussion.

Revised Policy:

3004 – Adoption of Textbooks and Other Instructional Materials

For purposes of this policy, textbook shall mean the principal source of instructional material for any given course of study, in whatever form the material may be presented. The Board delegates to the Superintendent the authority to *recommend and* purchase ~~and recommend~~ to the Board, for its approval, instructional materials, including textbooks that are compatible with the School District’s curriculum. The Superintendent may utilize well qualified administrators and teachers to assist in the selection of instructional materials, including textbooks, to be recommended to the Board.

Revised Policy:

8010 - Digital Communications

Social Media add a value as a way to promote public education and the District. Digital communication (including social networking) that occurs on District premises or involves the use of School District equipment is governed by the Acceptable Use Policy and this Policy. This Policy also applies to digital communication that occurs off District premises and/or using non-District equipment.

Digital communication (including social networking) provides educational and other opportunities for staff and students. The *Board* of Education expects that staff and students who engage in digital communication will do so in a reasonable and appropriate manner. Specifically, digital communication between staff and students, or to which students reasonably may be exposed, should be professional and of the same content, tone and demeanor as in-school communication between staff and students. Similarly, digital communication between staff and parents, community members, and other adults, or to which staff members, parents, and community members reasonably may be exposed, should be professional.

The lines between public and private, personal and professional are blurred in the digital world. Even when you have a disclaimer or use a different user name or have a “personal” account, a public school employee’s online presence can be connected to your employment as a Novi Community School District (NCSD) employee. Whether it is clearly communicated or not, you will be identified as an employee of the NCSD in what you do or say online. Behavior unbecoming of an NSCD employee as determined by administration is subject to disciplinary action and/or termination.

The district recognizes an employee's first amendment rights and the complicated issues surrounding free speech. The district is not trying to limit speech but wants to ensure that employees and students recognize that speech can result in discipline. For employees that discipline can be up to termination.

Students may be subject to school-imposed disciplinary sanctions when their digital communication violates the Student Code of Conduct, interferes with the rights of others or is reasonably anticipated to result in or actually does cause a disruption of school or school activities. Separately, the School District reserves the right to report suspected digital communication that demonstrates criminal misconduct to police authorities.

Digital communication between staff members, parents and other community members or adults should always be professional. This applies to direct or indirect communication.

The use of social media while on District property, during work hours, or while using District-owned devices must not interfere with District educational purposes or work performance and must not be used in any manner that violates this Policy, Policy 8001 – Acceptable Use, or federal or state law.

“Social media” refers to any publicly accessible internet-based service that enables a user to share communications, images, or videos with others or participate in social networking. Examples of social media include, but are not limited to: Facebook, Twitter, YouTube, Instagram, Snapchat, blogs, wikis, social bookmarking, document sharing and email.

While using social media on or off duty, Staff must:

- A. not engage in criminal activity;
- B. make it clear that the employee's views are their own, not the District's, as applicable;
- C. refrain from using a District email address to register on social networks, blogs, or other online tools for personal use;
- D. engage in appropriate communications with students, parents/guardians, or other staff members;
- E. maintain staff and student privacy and not disclose confidential staff or student information; and
- F. Not communicate false or misleading information.
- G. not defame, insult, or embarrass other staff members, students, parents, or community members.
- H. report to the appropriate administrator(s) any behavior or activity which endangers student or staff security, safety, or welfare.

Employee use of social media in violation of this Policy detracts from the District's educational mission, adversely impacts the District, and may result in discipline, including discharge.

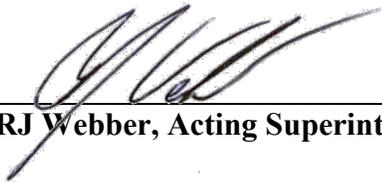
The School District does not have the inclination, resources or ability to police the off-duty behavior of staff members. At the same time, staff must be cognizant of the fact that they serve as role models for our students. Furthermore, their communications and behavior may affect the reputation of the School District and their colleagues. For these reasons, staff are reminded that off-duty digital communication may result in investigation, disciplinary sanctions or discharge

when those communications, or characterizations or depictions of staff behavior, disrupts the educational environment or adversely affects or undermines their ability to perform their jobs.

Staff social media accounts that are branded with “Novi,” “NCSD,” “NCSD Schools,” or similar monikers will be considered Novi Community School District accounts and should refrain from being overtly political *or for personal gain (fundraising)*.

These proposed policy revisions are submitted to the Board of Education tonight for information and discussion with approval at the next meeting of the Board of Education on June 9, 2022.

**APPROVED AND RECOMMENDED FOR
BOARD INFORMATION/DISCUSSION**



RJ Webber, Acting Superintendent

**BOARD OF EDUCATION
NOVI COMMUNITY SCHOOL DISTRICT
NOVI, MICHIGAN
May 19, 2022**

ASSISTANT SUPERINTENDENT FOR ACADEMIC SERVICES

TOPIC: 8th Grade Novel Purchase

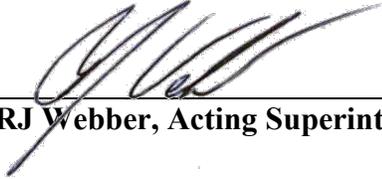
Sarah David, English Language (ELA) teacher and ELA Department Chair at Novi Middle School, is requesting that the Board please review the information being submitted for a new eighth grade novel, *Everything Sad is Untrue*. She is asking for the Board to please consider the purchase for the fall of 2022 at Novi Middle School.

No new novels have been purchased for the students to read as part of their curricular experience since 2005 and the department is looking to add a novel that is relevant, engaging, and appropriately challenging for our middle school students. Students were surveyed and many expressed an interest in novels that explore injustice, real-world problems, war, and survival.

This novel came before the Curriculum Committee at their May 12 meeting and was recommended for Board information and discussion tonight.

This novel comes before the Board tonight for information and discussion and will come back for approval at the June 9, 2016 Board of Education meeting.

**APPROVED AND RECOMMENDED
FOR INFORMATION AND DISCUSSION**



RJ Webber, Acting Superintendent

May 10, 2022

Dear Dr. Webber,

I am writing to you on behalf of the ELA 8 PLC with the intention of requesting a new novel to use in the 8th grade Language Arts curriculum.

No new novels have been purchased for our students to read as part of their curricular experience since at least 2005. When the ELA 8 curriculum was genre-based many years ago, we read *The Red Badge of Courage* by Stephen Crane (1895), *Nothing But the Truth* by Avi (1991), and *The Giver* by Lois Lowry (1993). Over time, we dropped *The Red Badge of Courage* due to a notable lack of student engagement, and *Nothing But the Truth* because it became outdated and lacked challenging vocabulary as well as rich figurative language. We have continued using *The Giver* because it is the most engaging for students, but it is frankly not a challenging read for 8th grade students (Lexile data is at a 5th grade reading level).

We are highly interested in replacing the aforementioned texts with a novel that is relevant, engaging, and appropriately challenging for our NMS students. After a survey of students, many expressed an interest in novels that explore injustice, real-world problems, war, and survival. In addition, our PLC appreciates the analogy and research of stories as windows, mirrors, and sliding glass doors, a concept coined by Dr. Rudine Sims Bishop in 1990. We want our students to see themselves represented through characters and also to get a glimpse into the experiences of other people. Using this data, we dedicated time to proposing and reading a variety of novels as a PLC to meet this need as well as our ELA 8 reading standards and learning goals.

The fiction novel we would like to purchase for 2022-23 is *Everything Sad is Untrue* by Daniel Nayeri (2020). This novel won eight different awards, including the Printz Award for Excellence in Young Adult Literature in 2020. Its winning qualities are described by the [American Library Association](#) :

In an autobiographical novel, middle-schooler Daniel, formerly Khosrou, tells his unimpressed and at times cruel classmates about his experience as an Iranian refugee.

Modeling his storytelling on Scheherazade [narrator of One Thousand and One Nights folktales] and not beholden to a western mode, Daniel Nayeri writes a patchwork of memory and anecdote. He layers stories upon stories to create a complex, hilarious, and devastating understanding of memory, family, and perspective.

"In a unique refugee story Daniel Nayeri takes readers back in time and then brings them face to face with the equally tumultuous middle school years," said Printz Award Committee Chair Ellen Spring.

Upon reading the novel, our panel of teachers agreed: the break from traditional narrative structure, use of complex figurative language, and layering of genres makes this a novel that will stretch our students' reading ability and provide an appropriate challenge needed during a whole class read. The refugee experience, resilience, memory, perspective, truth, religion, community, friendship, and family are predominant topics within the novel that address both student interests and our guiding principle in reading texts that are mirrors, windows, and sliding glass doors. In addition, the timeless themes and various complex craft moves offered by the text will allow instructors to effectively teach this text for years to come.

In our selection process, we considered both recommendations of the reading community and teaching possibilities. The [School Library Journal Recommendation for *Everything Sad is Untrue*](#) is glowing. Citing not only the ability of the book to address difficult topics but its humor and ability to bring readers together in unifying human experiences. SLJ also notes the complexity of character and analysis opportunities not only of the main character, but several secondary characters. The [Common Sense Media Review of *Everything Sad is Untrue*](#) revealed that the content of this novel is appropriate for children as young as 11 years old, and earned an A+ for educational value. Furthermore, our exploration of teaching possibilities from others yields promising results. Two such resources we examined for inspiration were [Everything Sad is Untrue Unit Plan by Melissa Caballero](#) and [TeachingBooks.net Everything Sad is Untrue Resources](#), which show great variety in supplemental texts of various genres and instructional opportunities in vocabulary, character, plot, theme, and figurative language.

Our hope is to purchase both physical copies and audio versions of this new narrative novel surrounding this theme for the 2022 -23 school year. We will consult with our Library Media Specialist, Kim Wesner, to find the best pricing available.

We appreciate your consideration in this matter and look forward to answering any questions you might have.

Best regards,

Sarah David on behalf of ELA 8
ELA Department Chair
Novi Middle School



(/news/)

'Everything Sad is Untrue (a true story)' wins 2021 Printz Award

For Immediate Release

Mon, 01/25/2021

Contact:

Communications and Marketing Office

ALA Media Relations

CMO

cmo@ala.org (mailto:cmo@ala.org)

CHICAGO – “Everything Sad is Untrue (a true story),” written by Daniel Nayeri and published by Arthur A. Levine, an imprint of Levine Querido, has won the 2021 Michael L. Printz Award for Excellence in Young Adult Literature. The Young Adult Library Services Association (YALSA) today announced the winner during the ALA Midwinter Virtual, held, Jan. 22 - 26.

In an autobiographical novel, middle-schooler Daniel, formerly Khosrou, tells his unimpressed and at times cruel classmates about his experience as an Iranian refugee.

Modeling his storytelling on Scheherazade and not beholden to a western mode, Daniel Nayeri writes a patchwork of memory and anecdote. He layers stories upon stories to create a complex, hilarious, and devastating understanding of memory, family, and perspective.

“In a unique refugee story Daniel Nayeri takes readers back in time and then brings them face to face with the equally tumultuous middle school years,” said Printz Award Committee Chair Ellen Spring.

Four Printz Honor Books also were named:

“Apple (Skin to the Core)” written by Eric Gansworth, and published by Arthur A. Levine, an imprint of Levine Querido.

Gansworth—an enrolled member of the Onandaga Nation—revisits his childhood and teen years spent on a Tuscarora reservation in this ambitious and searing memoir. Told in verse and accompanied by original art, Gansworth’s compelling coming of age story is a moving, illuminating exploration of otherness, intergenerational trauma, and resilience.

“Dragon Hoops” created by Gene Luen Yang, color by Lark Pien, and published by First Second Books, an imprint of Macmillan Children’s Publishing Group

Gene Luen Yang never would have guessed that he would be working on a graphic novel about a basketball team, but he found inspiration in the men’s varsity team at Bishop O’Dowd High School. The games are only a small portion of the story, though, as readers learn about the history of basketball as well as Yang’s personal journey.

“Every Body Looking” written by Candice Iloh, and published by Dutton Books for Young Readers, an imprint of Penguin Young Readers, a division of Penguin Random House.

In this novel in verse, Ada recounts her freshman year as a first-generation student attending a Historically Black College, while simultaneously taking the reader through her younger life. Ada feels the pressure to make money from her major, but she ultimately realizes that dance is what connects, energizes, and sustains her.

“We Are Not Free” written by Traci Chee, and published by Houghton Mifflin Harcourt.

Just months after the bombing of Pearl Harbor, President Roosevelt issued the Civilian Exclusion Order, forcing the tight knit community of Japantown teens and their families to incarceration camps. Author Traci Chee deftly manages 14 narratives all with a unique voice and experience. The lives of these teens may have been forever changed, but as Chee writes, “We are not free. But we are not alone.”

The award, first given in 2000, is named for the late Michael L. Printz, a Topeka, Kansas school librarian known for discovering and promoting quality books for young adults. The award is administered annually by YALSA and is sponsored by Booklist magazine.

Members of the 2021 Printz Award Committee are: Chair Ellen Spring, Oceanside High School, Rockland, Maine; Asuncion Cora, High Bridge Library, Bronx, New York; Dorothy Sarah Karlin, Woburn Public Library, Lexington, Massachusetts; Jessica Tackett MacDonald, Boston Public Library, East Boston, Massachusetts; Shelley Mastalerz, Seattle Public Library, Seattle; Elena McVicar, Johnson County Library, Overland Park, Kansas; Loren Spector, Los Angeles Public Library, Los Angeles; Gregory Taylor, Hillside Junior High School, Boise, Idaho; and Marina J. Welmers, Marana USD, Tucson, Arizona.

The mission of the Young Adult Library Services Association (YALSA) is to support library staff in alleviating the challenges teens face, and in putting all teens – especially those with the greatest needs – on the path to successful and fulfilling lives. For more information about YALSA or to access national guidelines and other resources go to www.ala.org/yalsa (<http://www.ala.org/yalsa>), or contact the YALSA office by phone, 800-545-2433, ext. 4390; or e-mail: yalsa@ala.org (<mailto:yalsa@ala.org>).

For more information on the Michael L. Printz Award and other ALA Youth Media Awards, please visit www.ala.org/yma (<http://www.ala.org/yma>).

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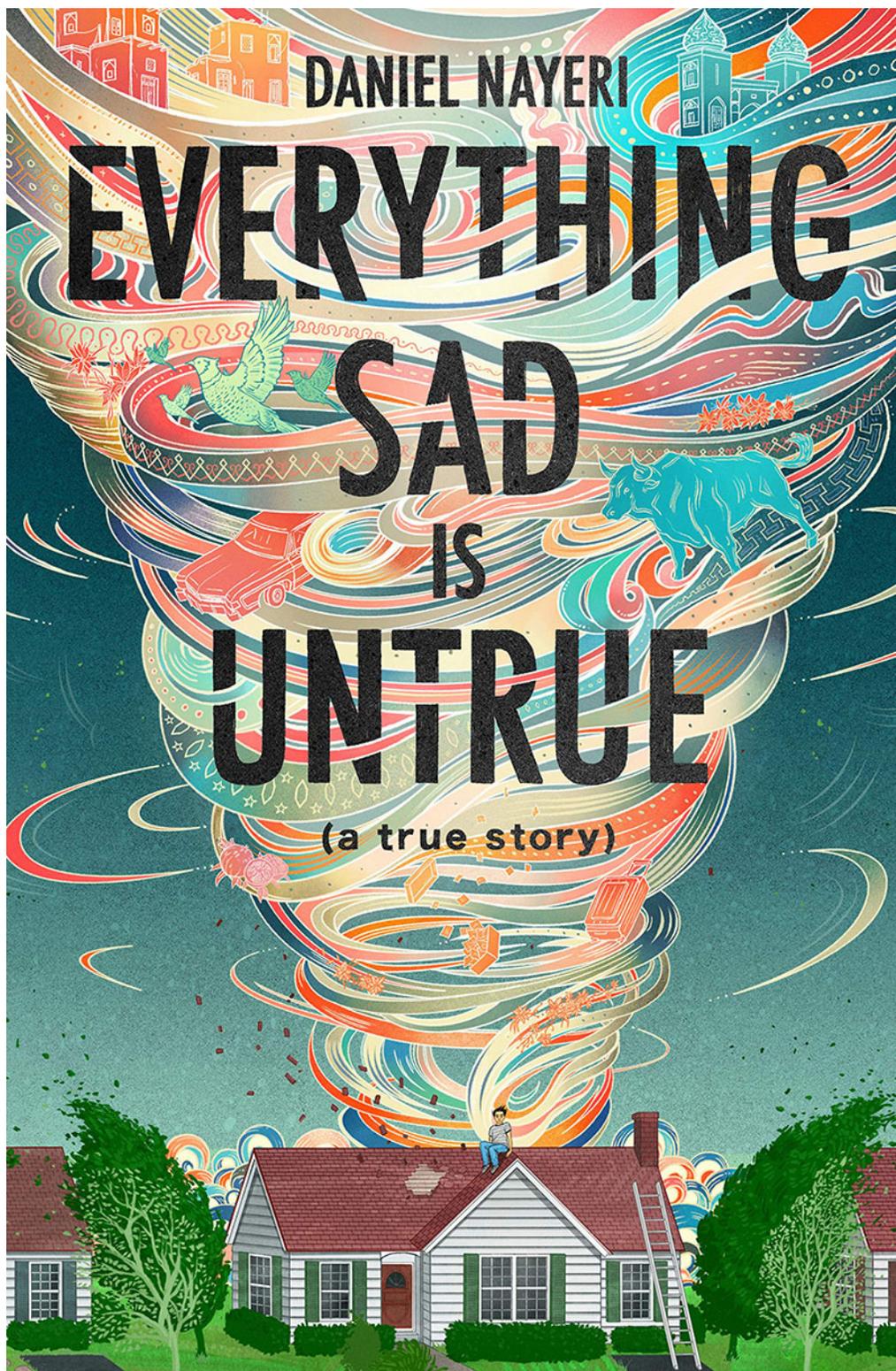


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Tags

Awards (Books & Media) (/news/taxonomy/term/788), Midwinter Meeting (/news/taxonomy/term/791), Public Awareness (/news/taxonomy/term/861), Communications and Marketing (/news/taxonomy/term/623), Young Adult Library Services Association (/news/taxonomy/term/591)

Everything Sad Is Untrue: (A True Story)



by [Daniel Nayeri](#)

[Levine Querido](#). Aug. 2020. 368p. Tr \$17.99. ISBN 9781646140008.

COPY ISBN

★ Gr 4-8— Nayeri weaves stories within stories in this fictionalized account of his formative years. He shares layers of rich information about life in Iran, refugee camps, and his experiences as an immigrant in the United States during the late 20th century. The themes of family, love, and truth are as strong as those of faith, endurance, memory, and storytelling as Khosrou (also known as Daniel) tries to tell the tales of his beautiful, complicated life and family. Nayeri provides clues about other characters without overexplaining them. Tough issues are discussed, particularly domestic violence, bullying, and life as a refugee and an immigrant, but there is levity, too. Khosrou's thoughts on Manwich sloppy joe sauce, using toilets in the U.S., and his father's overindulgence in Twinkies all lighten this tale. Without being didactic, the text communicates the universality of the human experience and the lack of empathy shown by some, not all, of those he encounters in the U.S. and in the refugee environments. The strongest developed characters are Daniel and his mother; however, readers experience varying levels of complexities of other characters like Daniel's father, stepfather, sister, teacher, and his friends (and enemies).

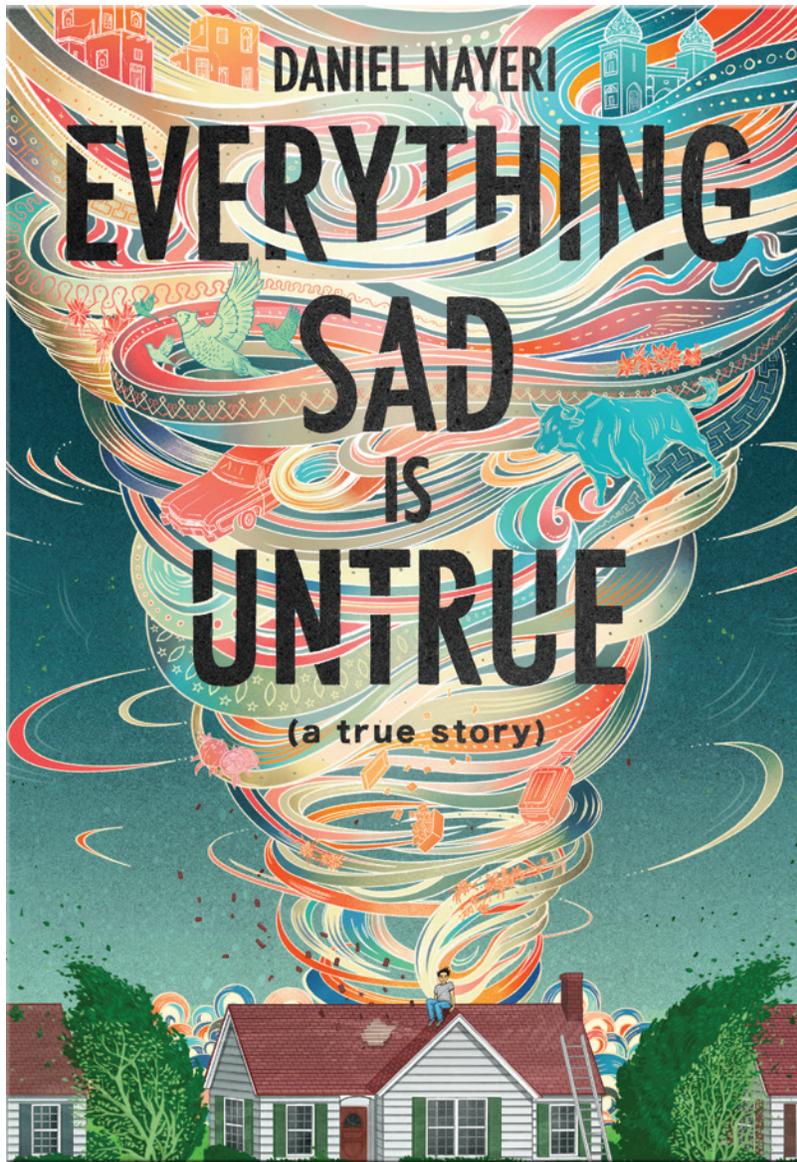
VERDICT At once beautiful and painful, this timely story is highly recommended for middle grade readers.

Reviewed by [Hilary Witt](#), formerly at Sullivan Univ., Lexington, KY , Jul 01, 2020



0 COMMENTS

Be the first reader to comment.



UNIT PLAN

Created by Melissa Caballero



LEVINE QUERIDO

Dear Educator & Reader:

I hope that this guide and these activities will assist you in creating engaging lessons for instruction. The activities and materials are not meant to be used in any specific order. However, because of the way the novel is written, I included the activities based on the order they appear in the text.

You will find a background knowledge section that may be beneficial when discussing some of the historical and geographical portions of the text. In addition, included are anticipatory activities to get students thinking about the text as well as culminating project ideas.

As you read the text before teaching, and with your students, consider: Who determines the truth?

*Sincerely,
Melissa Caballero*

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Building Background Knowledge

.....

The Country of Iran

The narrator Daniel is from the country of Iran. The link below provides a brief history and overview in a kid-friendly format. Reviewing this information may prove useful for students unfamiliar with the country and its history.

- ★ <https://kids.nationalgeographic.com/explore/countries/iran/>

Iranian Culture: Understanding the 1,001 Nights

Daniel takes us on a journey by weaving his story in a similar fashion to that of Scheherazade of the *1,001 Nights* so the King would spare her life. To help students gain some background knowledge on the stories, the link and websites below may be helpful for students who need further guidance.

Introduction of The 1001 Nights (AKA Arabian Nights)

- ★ <https://www.bedtimeshortstories.com/sheherazade-and-shahriar>
- ★ <https://www.youtube.com/watch?v=pOsujVwr-3w>
- ★ <https://artuk.org/discover/stories/scheherazade-the-story-of-a-storyteller>
- ★ <https://www.youtube.com/watch?v=HRJ3HRp5IQ4>
- ★ Discovery Kids (revisits the 1,001 Nights) available on YouTube (Episode 1 Not available)
https://www.youtube.com/watch?v=bhNuNlridv8&list=PLRSGm8UnlBU1FmI2_181ovSjplhI-Ics_3
- ★ https://kids.kiddle.co/One_Thousand_and_One_Nights

Oklahoma

Oklahoma becomes the main setting for the text. While Oklahoma is the 46th state in the United States, it is not one of the most popular when reviewing geography. The link below provides a brief synopsis of the state of Oklahoma in a kid-friendly format. Reviewing this information may prove useful for students unfamiliar with the state, its location, and its history.

- ★ <https://kids.nationalgeographic.com/explore/states/oklahoma/>

Refugees

Daniel, his mother, and sister are all refugees who fled from Iran. Below you will find some kid-friendly links on this topic.

- ★ <https://kids.britannica.com/kids/article/refugee/390620>
- ★ <https://kids.kiddle.co/Refugee>
- ★ <https://www.worldvision.org/refugees-news-stories/what-is-a-refugee-facts>

The Desert Storm War (Gulf War)

Daniel mentions making goody bags for American Soldiers in “the war” beginning on page 70. The link below provides a brief synopsis of the Gulf War in the event it is necessary to review this historical fact to help students gain a deeper understanding of what he is referring to in this story.

- ★ https://kids.kiddle.co/Gulf_War

Introductory Activities & Anticipation Guides

.....

The novel *Everything Sad Is Untrue (a true story)* is a novel based on the author, Daniel Nayeri's, life. As a possible literary component and focus for reading, addressing the genres of autobiographical novels and memoir may prove beneficial when asking students to analyze the text for instructional purposes.

What is a memoir?: A memory/description of true past events. It is a narrative, written from the perspective of the author, about an important part of their life.

- ★ 1st person point of view
- ★ Reveals the feelings of the writer/author
- ★ Has meaning; learned lessons/themes/morals.
- ★ Maintains focus on the experiences of the author rather than the specific event itself.

Anticipation Guide

This task should be given to students prior to reading the book and then revisited after completing it to see if reading the text altered their thinking/beliefs.

*actual document
attached in
resources*

Anticipation Guide Document

Directions: On a scale of 1-5, 1 being strongly disagree to 5 strongly agree, respond to the following statements

1	2	3	4	5
Not at all	Very little	Little	Most of the time	All the time

Statement	Before Reading	After Reading	Explanation
All Persians are liars			
You should always tell the truth			
The memories of children are always better			
It's okay to lie if you think it will save your life			
Everything sad is untrue			
Happy memories are the only true memories			
It's easy to believe someone when they are telling you a happy story			
Scary and dangerous events are hard to believe			

18

Tea Party Strategy Activity¹

As described by Kyrene Beers in her book *When Kids Can't Read: What Teachers Can Do*, the Tea Party protocol offers students a chance to consider parts of the text before they actually read it. It encourages active participation and attentive listening with a chance to get up and move around the classroom. It allows students to predict what they think will happen in the text as they make inferences, see causal relationships, compare and contrast, practice sequencing, and draw on prior knowledge.

The link below can be used to access helpful information and samples of how this activity can be executed in a classroom.

<http://rbcomprehensionstrategies.weebly.com/tea-party.html>

- ★ Teacher will model what it means to make inferences.
- ★ An inference is when you use your prior or background knowledge about a text or topic with clues from the text to make a prediction about what is happening or going to happen.

Inference = Clues from the Text + What I Already Know

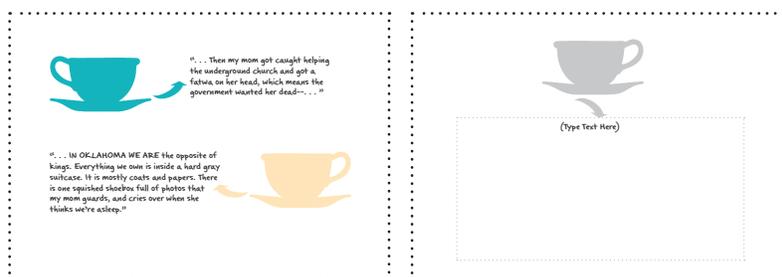
Teacher will introduce Tea Party Procedures and let students know that they will be using this activity to make inferences about Daniel Nayeri's novel *Everything Sad Is Untrue*. Students can be asked to examine the book cover, jacket, etc. to make inferences but should not read the synopsis of the book prior to completing any anticipatory activities.

- ★ Select names of individuals in the book, locations, phrases, brief quotes, etc.
- ★ Taken from the first few sections of the book

The Goal:

- ★ Help students to make informed inferences about the key details of the text's unfolding.
- ★ Get students thinking about the potential setting, plot, central ideas, people present in the text.
- ★ Get students thinking about potential cultural, societal, and personal conflicts as they relate to the text. (*actual documents attached in resources*)

activity template
attached
in resources



¹ *When Kids Can't Read: What Teachers Can Do*

Anticipation Analysis

Why Is Every Page in a Novel Purposeful and Important?

Following the dedication page of text, the author provides the reader with three quotes. While the page is not labeled, it is clear that these quote selections were purposeful. Depending on student level and ability, you may want to have students address one or more of these quotes and make interpretations based on their understanding. As a followup after reading the book, have students revisit their interpretations and have them assess whether or not their thoughts have changed. Consider the following questions:

Questions for Discussion and Written Response

Before Reading:

- ★ Why do you think Daniel Nayeri chose to include these quotes in his novel?
- ★ What significance do these quotes have based on their location in the book?
- ★ Select one of the three quotes you feel is most relatable to you. Why do you feel this way? Explain.

After Reading:

- ★ How do these quotes relate to the journey Daniel shared with you?
- ★ Which sections of the text are represented in each of the three quotes? Explain.
- ★ Which quote best represents Daniel's quest in telling his truth and his growth as a young refugee? Explain.
- ★ Which quote resonates with you the most? Explain in as much detail as possible.

actual document
attached in
resources

Quote Analysis Anticipation
.....
After Reading Activity
.....

Directions: Read each of the quotes the author presents at the very beginning of the novel. Use the space provided to interpret their meaning in your own words.

Quote	How do you interpret this quote? Write the meaning in your own words.
<i>"It seems like only yesterday that I believed There was nothing under my skin but light. If you cut me I would shine." —Billy Collins (approximately), "On Turning Ten"</i>	
<i>"The people of the world say that Khosrou is an idol worshipper Maybe so, maybe so But he does not need the world And he does not need the people" —Amir Khosrou</i>	
<i>"I believe like a child that suffering will be healed and made up for, that all the humili- ating absurdity of human contradictions will vanish like a pitiful mirage, like the despic- able fabrications of the important and infinitely small Euclidean mind of man, that in the world's finale, at the moment of eternal harmony, something so precious will come to pass that it will suffice for all hearts, for the comforting of all resentments, for the atone- ment of all the crimes of humanity, of all the blood they've shed; that it will make it not only possible to forgive but to justify all that has happened". —Fyodor Dostoevsky, The Brothers Karamazov</i>	

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Lesson Ideas

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When deciding which areas to focus on while teaching this text, the following topics may help identify necessary supplemental lessons that address the analysis of memoir as a genre. The ideas and resources attached below can be used to guide you.

- ★ Understanding character Point of View and Perspective
- ★ Understanding the difference between 1st, 2nd, 3rd, & 3rd person omniscient point of view.
- ★ <https://www.literacyideas.com/point-of-view>

Comprehending the Text Using Reading Strategies

Daniel’s story is written in such a way as to loosely mimic the structure of *1,001 Nights*. However, the overarching theme throughout each section of the text is Truth. More specifically, *who defines what the truth is?* Below you will find some suggestions for teaching the text while guiding students through the reading.

- ★ The memoir follows a non-traditional format. Leading sentences/phrases foreshadow/ relate to the events in each “chapter”.

Focus on Font Choice (Questions for Discussion)

- ★ Why would the author choose to begin each section of the text this way? (Consider the use of ALL caps for the first few words of each “chapter”.)
- ★ What do you notice about how each “chapter” begins?
- ★ Why do you think the author chose to capitalize the first words of each section of text?
- ★ How is the beginning of the “chapter” significant to the events that have taken place?
- ★ How does the way the author begins each section foreshadow the events that transpire throughout the story?
- ★ What information does the author want you to know at the start of each “chapter”? Why might this be important to your understanding of the text as a whole? Explain.
- ★ How does the author use repetition to signify key events in the story?

Chunking the Text

Traditional chapters naturally lend themselves to chunked information in many different novels. Because *Everything Sad Is Untrue (a true story)* is written differently, it may be beneficial to preemptively chunk the text prior to teaching students. This will allow for a better understanding of the events that do connect across multiple “chapters”. The link below provides an overview of how chunking works. Some examples and ideas of how to do this with this novel are also provided below (mhrd.org).

- ★ <https://www.mhrd.org/cms/lib/NJ01000236/Centricity/Domain/426/Chunking%20the%20Text%20Reading%20Strategy.pdf>

Chunking Examples and Suggested Teaching Points

Suggestion 1: Chunk pages 1-10 together. Use this portion of the novel to introduce students to the history of Iran and *1,001 Nights* (*see Historical Background information for some ideas).

- ★ Have students make inferences on what kind of character the narrator is based on in the first 10 pages and try to get a sense of what his life is like.

Suggestion 2: Chunk pages 11-19 together, as this is where Daniel introduces himself to the reader. Have students focus on characterization of the characters presented in these sections. Students can begin to make inferences about what the narrator is trying to say about truth and what kinds of people Daniel and his family are.

Suggestion 3: “THE DAY MY FATHER...” on pages 19-29 may be taught separately as this is a long section and focuses on Daniel telling the story of how his father’s family acquired their land. Author’s craft and word choice are prevalent throughout this section.

Suggestion 4: Chunk pages 30-42 together. These sections focus on three stories from Daniel’s memory:

- ★ The Myth of the Baker and Tamar
- ★ The Legend of My Sister’s Cleverness
- ★ The History of a Clown’s Underpants.

Daniel mentions that he enjoys the Calvin and Hobbes comics on page 37. Consider why he may like this comic based on how he describes it. I have attached a link to some Calvin and Hobbes comics that may help students understand the reference and make connections to him as a character.

- ★ <https://www.gocomics.com/comics/lists/1643217/calvin-and-hobbes-calvinball?page=2>

Suggestion 5: Revisit “HERE IN OKLAHOMA WE DON’T...”

- ★ When addressing “I HAVE A NEW FATHER...”: This section of text is a turning point as we learn about Ray, Daniel’s stepfather in America. Inferences made at this point in the novel can also lead to learning that there may be domestic violence present in his household.

Suggestion 6: Chunk pages 45-52.

Suggestion 7: Chunk pages 60-68. The Theme of Good vs. Evil is present here as well with Daniel’s confirmation of violence in his home at the hands of his stepfather. The themes of love and truth are also prevalent within these sections of text.

- ★ At this point in the novel it may prove beneficial to address evidenced-based theme presence and how the characters are linked to them.

Suggestion 8: Chunk pages 72-75.

Questions for Discussion

- ★ What is the story of love and how do you define it?
- ★ Compare how Daniel views love to how you view it using pages 72-75.
- ★ What is the truth of love for you? What must be present for love to be true or real?
- ★ If you could infer what the truth of love is for Daniel’s mom, what do you think it would be? Explain using details from the text to support your answer.

Suggestion 9: Chunk pages 75-86.

- ★ Focus on Daniel’s description of how Persian love stories go. Consider what this means for him as a young student maneuvering through adolescence while trying to fit in and survive.

Suggestion 10: Chunk pages 88-102.

Suggestion 11: Chunk pages 103-107.

- ★ Discuss divorce and religion as described by Daniel.

Suggestion 12: Chunk pages 107-114.

- ★ Discuss Characterization and Daniel’s memories of his grandmother.

Suggestion 13: “AND THE OTHER UNCLE...”:

- ★ Discuss the significance of the shooting lesson and its outcome for Daniel.
- ★ How does this day impact Daniel?
- ★ Explore the characters actions, thoughts, and dialogue as they relate to this event and its impact.

Suggestion 14: Chunk pages 119-126.

Suggestion 15: Chunk pages 127-136.

- ★ Revisit the theme of love and truth. Daniel admits to making a part up. Have students discuss why they believe he did this and why he chose to admit this to the reader. How does it make you feel as the reader knowing he lied? Does the reason matter? Explain.

Suggestion 16: Chunk pages 137-152.

Suggestion 17: Chunk pages 153-158.

Suggestion 18: Chunk pages 160-173.

- ★ Address characterization and theme as it relates to learning more information about Daniel’s sister and a turning point for the family.

Suggestion 19: Chunk pages 172-184.

Suggestion 20: Read pages 185-194: “HERE’S ANOTHER POOP STORY”.

Suggestion 21: Chunk pages 195-202 (Daniel’s Mom).

Suggestion 21: Chunk pages 202-214 (Daniel’s Mom’s exile and the three stores).

Suggestion 22: Chunk pages 214-231 (Escape from Iran).

- ★ This is a good place to address strife, hardships, refugees, immigration, etc.

Suggestion 23: Read pages 231-238 on its own.

Suggestion 24: Chunk pages 238-244.

Suggestion 25: Chunk pages 249-261 (Their time in Dubai).

Suggestion 26: Chunk pages 261-272.

Suggestion 27: Read pages 272-273: “MRS. MILLER SAYS WE LIVED...”

- ★ Have students analyze time and space and analyze the setting as it relates to Daniel’s journey.

Questions for Discussion

- ★ How is Daniel a dynamic character? What characters in his story would you consider static? Explain your answer using details from any portion of the text thus far.
- ★ On p. 273, Mrs. Miller asks Daniel: “At the beginning of the year you said the truest thing about a person was whose blood they had in their heart... What happened?” What do you think Mrs. Miller is getting Daniel to realize here? At this point in his stories, how is he faring with sharing his truth? What flaws have been pointed out and does Daniel agree with them? How do you know?

Suggestion 28: Chunk pages 273-279 (the refugee process and its impact).

Suggestion 29: Chunk pages 279-281.

Questions for Discussion

- ★ How does the class react to Daniel’s pause in the story to say that his father is coming to America?
- ★ What does the reaction of the class help you to understand about the idea of truth as Daniel is trying to tell his?
- ★ What are some of the truths his classmates have both in this section of text and in other places where they speak out? Explain.

Suggestion 30: Chunk pages 281-289 (Italian refugee camp).

Suggestion 31: Read pages 290-291.

Questions for Discussion

- ★ Why does Daniel tell us about the lies he has told?
- ★ What are the lies and do you agree or disagree with why he says he told them?
- ★ What do you think would have happened if he had been honest?
- ★ What do you think will happen as a result of these lies he told? Explain your answer with your own inferences.

Suggestion 32: Chunk pages 291-300.

Suggestion 33: Chunk pages 300-301: “MRS. MILLER SAYS I HAVE...”

Questions for Discussion

- ★ What does Daniel mean when he says his teacher told him he has “lost the plot”?
- ★ Do you agree or disagree with her assessment of his storytelling?
- ★ Who determines an author’s purpose and the choices they make for the way they craft their writing?
- ★ Is there ever a correct or incorrect way of telling a story? Explain using your own opinion and knowledge about storytelling and story writing.

Suggestion 34: Chunk pages 301-312.

Suggestion 35: Chunk pages 312-323.

Suggestion 36: Read pages 323-329 (Daniel’s Dad visits Mrs. Miller’s class).

- ★ Revisit the questions posed after reading to page 291. What was the outcome of the lies he told?

Suggestion 38: Chunk pages 329-336.

Suggestion 39: Chunk pages 346-342.

Suggestion 40: Chunk pages 342-End.

Questions for Discussion

- ★ Read the author’s note to the reader after reading the novel. Consider what Daniel Nayeri is trying to tell us about what the truth means for everyone.

- ★ Who owns the truth?
- ★ Who decides what is truth and what is a lie?
- ★ Who determines if there are valid parts of a story?
- ★ What is the evil context of this story as told by Daniel? What is evil to you?
- ★ What is the opposite of “too good to be true” in your opinion?
- ★ How does your relationship with Daniel change from the beginning of the book to the end of the book?
- ★ What do you notice about the way Daniel shares his stories with you, as the King/Queen reading his words? How does his story “end”?
- ★ Describe the amount of trust Daniel gives you as the reader when he first begins his story. How would you describe his trust in you by the end? Explain.
- ★ How much trust do you have in him by the end of the story? What portions of the text help you to make your determination? Explain.

Real World Connection Questions

- ★ *Is everything that is sad untrue? Why or why not?*
- ★ Why do you think people choose to deny the truth so often?
- ★ What does it usually take for someone to believe?
- ★ Who creates and dictates history based on your own knowledge?
- ★ Everyone has a story to tell. How will you tell yours?
- ★ What is your truth?

Questions for Discussion on Theme

- ★ Can truth exist without kindness? Can there be one without the other? Why or why not? Explain.
- ★ How are love and justice connected? Explain.
- ★ How are truth and justice connected? Explain.
- ★ How are love and truth connected? Explain.
- ★ Select one theme present in the book and explain how Daniel’s story supports the theme. You may use any and all sections and stories you have learned about to make your claims.

Understanding Theme

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The overarching theme present in the text *Everything Sad Is Untrue* (a true story) is Truth. Please see the activity below for one way to introduce this theme to students while reading. There are also other examples of themes present in the text for student choice.

Sample Themes

- Truth • Love • Kindness • Justice • Coming of Age
- The Importance of Family • Culture • Societal Norms
- Perseverance • Courage • Good vs. Evil • Acceptance
- Tolerance • Trust

What is the theme?

Theme: Life lesson, meaning, moral, or message about life or human nature.

- ★ Communicated by a literary work.
- ★ In other words...
- ★ Theme is what the story teaches readers.
- ★ What Should Theme Look like?

A theme can be a word or a statement.
You don't have to agree with the theme to identify it.

Theme is NOT:

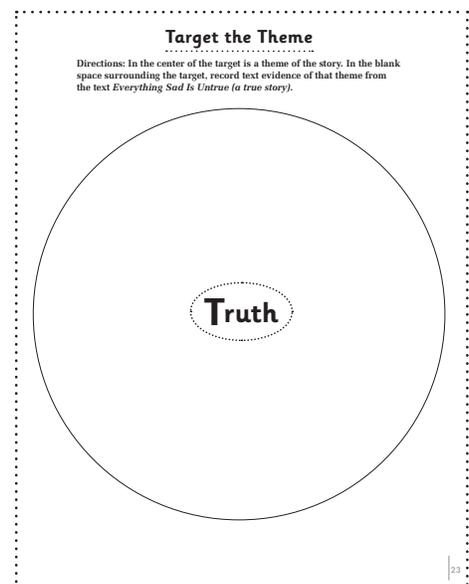
- ★ the topic
- ★ the author's purpose
- ★ a summary
- ★ specific to that story

Targeting Theme Activity

(activity template attached in resources)

Directions: In the center of the target is a theme of the story. In the blank space surrounding the target, record text evidence of that theme from the text *Everything Sad Is Untrue* (a true story).

actual document
attached in
resources



Summarizing/Culminating Activities

Point of View Text Reformulation Tasks for Students (Kylene Beers)²

- ★ Text Reformulation³: Select four key sections of the text and create a comic strip board that provides a visual representation of Daniel's journey and experiences (for the tactile learners).

Task

Students select one individual or a chunked set of text from the novel to complete a text reformulation.

Text Reformulation

Purpose

This after-reading strategy utilizes collaboration among students to rewrite, in another form, a text by re-reading and re-formulating. It gives students practice in finding main ideas, sequencing events, making inferences, and generalizing. Students go beyond comprehension to synthesize ideas from the text into a new written product. This strategy offers readers choices and encourages them to think critically about a text as they complete a creative task.

Procedures

Before you ever ask students to reformulate text, you must model! Be sure to include a variety of types of reformulation, such as:

- ★ texts rewritten as comic books
- ★ texts rewritten as letters
- ★ texts rewritten as interviews
- ★ poems rewritten as stories, or stories rewritten as poems
- ★ texts rewritten as radio or TV advertisements
- ★ factual texts rewritten as stories or narratives
- ★ texts rewritten as newspaper articles
- ★ texts rewritten by patterns such as
 - ABC book structure (A is for _____ because _____, B is for _____ because _____)
 - *The Twelve Days of Christmas*
 - *I Know An Old Lady Who Swallowed a Fly*
 - *The True Story of . . .* (Like *The True Story of The Three Little Pigs*)
 - First you should share examples of reformulated texts.

² *When Kids Can't Read: What Teachers Can Do*

³ *When Kids Can't Read: What Teachers Can Do*

1. Next, reformulate a text (or part of a text) as your students watch and listen.
2. As a third step, reformulate a text along with your students by recording their ideas.
3. After modeling for students, have them work in pairs or groups of three to reformulate a text.
4. Finally, and only after much practice, you may choose to assign students to reformulate texts on their own.

Adapted from *When Kids Can't Read, What Teachers Can Do* by Kyleene Beers, p. 159 – 163.

- ★ What's Next?: Write the next “chapter” of the book based on inferences you can make about what will happen next.
- ★ Create your own memoir (Mimic the Author) task. Students will write their own set of three or more stories that mimic the *1,001 Nights* style Daniel used in his book. Students can choose to connect their memories/stories of truth.

***Revisit Anticipation Guide from the start of the unit and assess for possible changes in student thinking and understanding. How did reading the book alter the thoughts/feelings you had before reading?**

Other Topics to Explore

.....

Bullying

- ★ <https://www.brainpop.com/health/personalhealth/bullying/>

Domestic Violence

- ★ <https://depts.washington.edu/hcsats/PDF/TF-%20CBT/pages/3%20Psychoeducation/Trauma%20information/DP%20DV%20CHILD%20FACT%20SHEET%2065-66.pdf>
- ★ https://www.nctsn.org/sites/default/files/resources//children_domestic_violence_entire_series.pdf

Asylum

- ★ <https://www.americanimmigrationcouncil.org/research/asylum-united-states>
- ★ <https://www.uscis.gov/humanitarian/refugees-and-asylum/asylum>

Immigration

- ★ <https://www.brainpop.com/socialstudies/culture/immigration/>

Dubai

- ★ <https://kids.kiddle.co/Dubai>

Further Reading

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For additional texts with similar topics and themes please see the list below.

Text Title	Author	Lexile Level
Inside Out & Back Again	Thanhha Lai	800L
The House on Mango Street	Sandra Cisneros	850 L
A Long Walk to Water	Linda Sue Park	720L
Brown Girl Dreaming	Jaqueline Woodson	990L
Other Words for Home	Jasmine Warga	930 L
Refugee	Alan Gratz	800L
We are Displaced: My Journey and Stories from Refugee Girls Around the World	Liz Welch & Malala Yousafzai	N/A
The Boy at the Back of the Class	Onjali Q. Raúf	940L
Nowhere Boy	Katherine Marsh	810L
Guys Read: True Stories	Jon Scieszka	970L
Refugees and Migrants	Ceri Roberts	N/A
What is a Refugee?	Elise Gravel	680L
The Absolutely True Diary of a Part-Time Indian	Sherman Alexie	600L
Nothing But the Truth	Avi	N/A
I Am Malala: Young Reader's Edition	Malala Yousafzai	830 L

Anticipation Guide Document

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Directions: On a scale of 1-5, 1 being strongly disagree to 5 strongly agree, respond to the following statements

1 **2** **3** **4** **5**
Not at all **Very little** **Little** **Most of the time** **All the time**

Statement	Before Reading	After Reading	Explanation
All Persians are liars			
You should always tell the truth			
The memories of children are always better			
It's okay to lie if you think it will save your life			
Everything sad is untrue			
Happy memories are the only true memories			
It's easy to believe someone when they are telling you a happy story			
Scary and dangerous events are hard to believe			

Tea Party Template Activity



"ALL PERSIANS ARE LIARS
and lying is a sin..."



"I am now in school in
Oklahoma..."

"My second memory is not a true one. It is the
kind you invent in your head because you
need to. On the phone once, with my
dad--I was in Oklahoma, he was in
Iran where he stayed--...."



"I SHOULD INTRODUCE MYSELF.
Name: Khosrou Nayeri
Age 12
Hair Color: I dunno, black. . ."



“... Then my mom got caught helping the underground church and got a fatwa on her head, which means the government wanted her dead--...”

“... IN OKLAHOMA WE ARE the opposite of kings. Everything we own is inside a hard gray suitcase. It is mostly coats and papers. There is one squished shoebox full of photos that my mom guards, and cries over when she thinks we're asleep.”



“... from the United States Consulate (office of someone who is in another country protecting the interests of citizens living in a foreign land).”



“THE LEGEND OF MY sister's cleverness is a family story that people mention any time they want to call me mazloom. Mazloom is a word I can never tell you what it is in English. It is someone who is cute and pitiful.”





(Type Text Here)



(Type Text Here)

Quote Analysis Anticipation

After Reading Activity

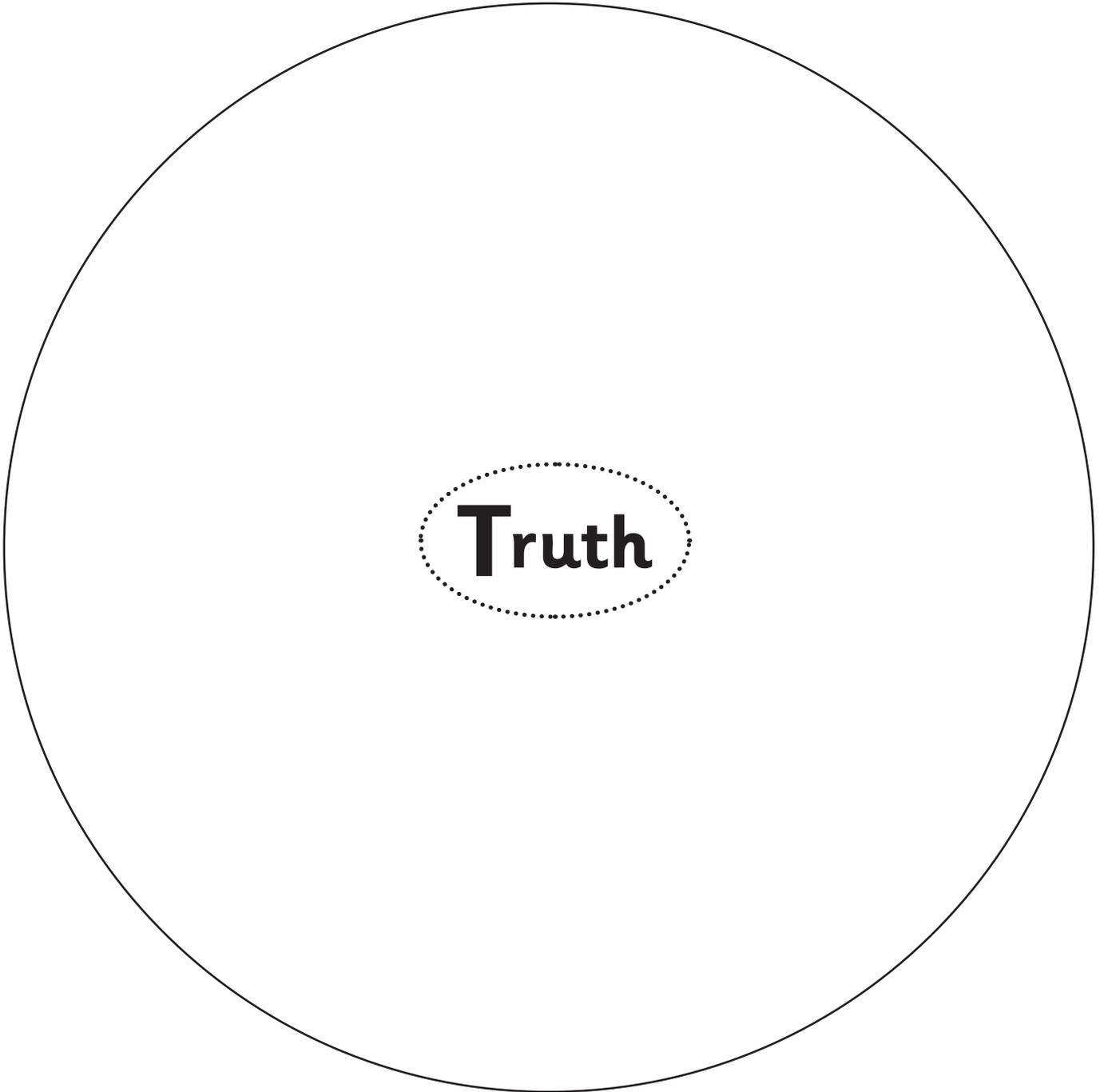
Directions: Read each of the quotes the author presents at the very beginning of the novel. Use the space provided to interpret their meaning in your own words.

Quote	How do you interpret this quote? Write the meaning in your own words.
<p><i>“It seems like only yesterday that I believed There was nothing under my skin but light. If you cut me I would shine.”</i> —Billy Collins (approximately), “On Turning Ten”</p>	
<p><i>“The people of the world say that Khosrou is an idol worshipper Maybe so, maybe so But he does not need the world And he does not need the people”</i> —Amir Khosrou</p>	
<p><i>“I believe like a child that suffering will be healed and made up for, tht all the humili- ating absurdity of human contradictions will vanish like a pitiful mirage, like the despica- ble fabrication of the important and infinitely small Euclidean mind of man, that in the world’s finale, at the moment of eternal harmony, something so precious will come to pass that it will suffice for all hearts, for the comforting of all resentments, for the atone- ment of all the crimes of humanity, of all the blood they’ve shared; that it will make it not only possible to forgive but to justify all that has happened”.</i> —Fyodor Dostoevsky, <i>The Brothers Karamazov</i></p>	

Target the Theme

.....

Directions: In the center of the target is a theme of the story. In the blank space surrounding the target, record text evidence of that theme from the text *Everything Sad Is Untrue* (a true story).



ABOUT THE BOOK

The unforgettable voice of a young refugee captures the essence of *A Thousand and One Nights*, from middle school humiliations to wondrous Persian myths, Daniel Nayeri has written a powerful autobiographical novel, united by hope for a world that ought to be.

“A patchwork story is the shame of the refugee,” Nayeri writes early in the novel. In an Oklahoman middle school, Khosrou (whom everyone calls Daniel) stands in front of a skeptical audience of classmates, telling the tales of his family’s history, stretching back years, decades, and centuries. At the core is Daniel’s story of how they became refugees—starting with his mother’s vocal embrace of Christianity in a country that made such a thing a capital offense and continuing through their midnight flight from the secret police, bribing their way onto a plane-to-anywhere. Anywhere becomes the sad, cement refugee camps of Italy, and then finally asylum in the U.S. Implementing a distinct literary style and challenging western narrative structures, Nayeri deftly weaves through stories of the long and beautiful history of his family in Iran, adding a richness of ancient tales and Persian folklore.

Like Scheherazade in a hostile classroom, Daniel spins a tale to save his own life: to stake his claim to the truth. This is a tale of heartbreak and resilience and urges readers to speak their truth and be heard.

PRAISE

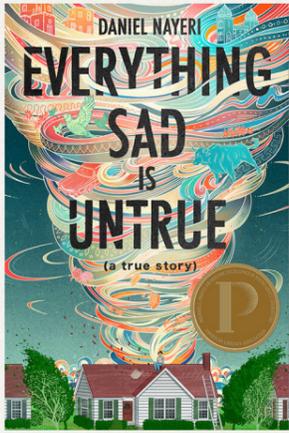
- “Like nothing else you’ve read or ever will read.” —Newbery Medalist, Linda Sue Park
- ★ “A modern epic.” —*Kirkus Reviews* (starred review)
 - ★ “A distinctive voice. A rare treasure of a book.” —*Publishers Weekly* (starred review)
 - ★ “A story that soars. Readers will be transported.” —*The Bulletin* (starred review)
 - ★ “At once beautiful and painful.” —*School Library Journal* (starred review)
 - ★ “A remarkable work that raises the literary bar in children’s lit.” —*Booklist* (starred review)
 - ★ “Poignant and powerful. A story of heartbreak and resilience.”
—*Foreword Reviews* (starred review)
 - ★ “One of the most extraordinary books of the year.” —*BookPage* (starred review)

ABOUT THE AUTHOR

Daniel Nayeri is the publisher of Odd Dot, an imprint of Macmillan Children’s Publishing Group, where he oversees a team of designers, editors, and inventors creating joyful books for curious minds. Daniel was born in Iran and spent several years as a refugee before immigrating to Oklahoma at age eight with his family. He is the author of several books, including *Straw House*, *Wood House*, *Brick House Blow: Four Novellas* and *Everything Sad Is Untrue (a true story)*. He is a former professional pastry chef, and if he’s not writing or baking, he’s likely playing board games, or riding motorcycles. He lives with his family in New Jersey.



LEVINE QUERIDO



Book Descriptions

for [Everything Sad Is Untrue](#) by Daniel Nayeri

From Cooperative Children's Book Center (CCBC)

Nayeri's poignant, engaging memoir begins with a vivid childhood memory of a visit to his grandparents when he was still a little boy known as Khorsou living in Iran. The world, as far as he knew then, revolved around him. A few years later, Khosrou, his sister, and mother flee Iran after his mother converts to Christianity, her life at risk because of government persecution. They leave almost everything behind, including Khosrou's father, who chooses to stay. Their refugee journey, propelled by his mother's relentless pursuit of safety, opportunity, and a home for her children, eventually takes them to Edmonds, Oklahoma. Khosrou, now Daniel, regales his teacher, middle school classmates-and readers-with stories about his life in Iran and Persian culture, using *The Thousand and One Nights* as both reference point and inspiration. Daniel finds much about life in the United States strange, and misses Iran and his father, a loss amplified by lingering questions and the presence of his mother's new husband, who beats her. Nayeri's unique, often funny conversational voice, punctuated by moments of meta-narrative, is captivating, full of both childlike innocence and longing (not to mention a fair share of bathroom humor), and moments of adult-like observation. Nayeri notes that he condensed his middle school classmates to types, while the adults, especially his parents, stepfather, and teacher, come through in full-relief in this distinctive, memorable work. (Age 12 and older)

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From the Publisher

Winner of the Michael L. Printz Award
 Christopher Award Winner
 Middle East Book Award Winner
 National Indie Bestseller
 NPR Best Book of the Year
New York Times Best of the Year
 Amazon Best of the Year
 Booklist Editors' Choice
 BookPage Best of the Year
 NECBA Windows & Mirrors Selection
Publishers Weekly Best of the Year
Wall Street Journal Best of the Year
 Today.com Best of the Year
 Walter Awards Honor Book

"A modern masterpiece."—The New York Times Book Review

"Supple, sparkling and original."—The Wall Street Journal

"Mesmerizing."—TODAY.com

"This book could change the world."—BookPage

"Like nothing else you've read or ever will read."—Linda Sue Park

"It hooks you right from the opening line."—NPR

SEVEN STARRED REVIEWS

* "A modern epic."—Kirkus Reviews, starred review

* "A rare treasure of a book."—Publishers Weekly, starred review

* "A story that soars."—The Bulletin, starred review

* "At once beautiful and painful."—School Library Journal, starred review

* "Raises the literary bar in children's lit."—Booklist, starred review

* "Poignant and powerful."—Foreword Reviews, starred review

* "One of the most extraordinary books of the year."—BookPage, starred review

A sprawling, evocative, and groundbreaking autobiographical novel told in the unforgettable and hilarious voice of a young Iranian refugee. It is a powerfully layered novel that poses the questions: Who owns the truth? Who speaks it? Who believes it?

"A patchwork story is the shame of the refugee," Nayeri writes early in the novel. In an Oklahoman middle school, Khosrou (whom everyone calls Daniel) stands in front of a skeptical audience of classmates, telling the tales of his family's history, stretching back years, decades, and centuries. At the core is Daniel's story of how they became refugees—starting with his mother's vocal embrace of Christianity in a country that made such a thing a capital offense, and continuing through their midnight flight from the secret police, bribing their way onto a plane-to-anywhere. Anywhere becomes the sad, cement refugee camps of Italy, and then finally asylum in the U.S. Implementing a distinct literary style and challenging western narrative structures, Nayeri deftly weaves through stories of the long and beautiful history of his family in Iran, adding a richness of ancient tales and Persian folklore.

Like Scheherazade of One Thousand and One Nights in a hostile classroom, Daniel spins a tale to save his own life: to stake his claim to the truth. EVERYTHING SAD IS UNTRUE (a true story) is a tale of heartbreak and resilience and urges readers to speak their truth and be heard.

Publisher description retrieved from Google Books.

**BOARD OF EDUCATION
NOVI COMMUNITY SCHOOL DISTRICT
NOVI, MICHIGAN
May 19, 2022**

SUPERINTENDENT OF SCHOOLS

TOPIC: Oakland Schools Board of Education Biennial Election 2022

Two individuals have filed as candidates for the two 6-year term seats open for the Oakland Schools Board of Education Biennial Election.

**Connie Williams
Barb DeMarco
Steven Gottlieb**

**Brandon Kalasho
Charlie Gandy-Thompson**

Oakland Schools board members are elected by an electoral body composed of one (1) person designated by the board of each constituent school district. The Revised School Code prescribes that each constituent school district board must designate a representative to this electoral body by adopting a resolution that will:

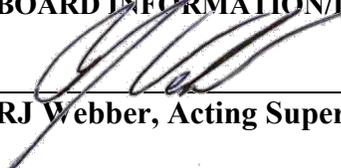
- 1) designate the person to vote in the election on behalf of the local district board,
 - 2) direct the designee which candidate the board supports for each position to be filled,
 - 3) direct the designee to vote for those individuals, at least on the first ballot taken by the electoral body.
- The designated electors must cast their ballots **in person** at the election scheduled to take place between **5:30 – 7:30 PM on Monday, June 6, 2022** in Conference Room B of the Oakland Schools building located at 2111 Pontiac Lake Road in Waterford. **The revised school code prohibits the acceptance of absentee ballots.**

According to the revised school code, districts shall consider the resolution at no less than one (1) meeting before adopting the resolution. Districts have interpreted this language differently and historically have used one of the following three options to consider and adopt their resolutions:

- Consider the resolution as a discussion item during an open meeting and adopt the resolution as an action item during another open meeting, with each meeting occurring on a separate date
- Consider the resolution as a discussion item during an open meeting and adopt the resolution as an action item during a second open meeting immediately following the first open meeting
- Consider the resolution as a discussion item and adopt the resolution as an action item at the same open meeting (Local school districts selecting this option should seek independent legal counsel confirming a singular open meeting to consider and adopt a resolution is compliant with the revised school code).

According to the revised school code, districts must adopt their resolutions no earlier than twenty-one (21) days prior to the election (**no earlier than May 16, 2022**).

**APPROVED AND RECOMMENDED FOR
BOARD INFORMATION/DISCUSSION**



RJ Webber, Acting Superintendent

RESOLUTION OF THE _____ BOARD OF EDUCATION

(To be adopted on or after May 16, 2022)

WHEREAS, Public Act 419 of 2004 amended the election procedures for Intermediate School Districts that elect board members at a meeting of representatives from constituent district school boards, and

WHEREAS, Public Act 419 of 2004 requires a constituent school board to designate its representative and identify the Intermediate School Board candidate the board supports by a resolution adopted not earlier than 21 days prior to the date of the election, and

WHEREAS, Public Act 419 of 2004 prescribes the method for passage of a resolution including the requirement to consider the resolution at not less than one public meeting before adopting the resolution, and

WHEREAS, the Board previously considered the resolution at an open meeting conducted in a manner prescribed under the Open Meetings Act on _____.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The Board designates _____ as its representative and _____ as its alternate representative to serve on the 2022 electoral body responsible for electing members to the Oakland Schools Intermediate School District Board of Education.
2. The Board supports candidate _____ and candidate _____ for the two (2) positions on the Oakland Schools Intermediate School District Board of Education each for a term of six (6) years ending June 30, 2028.
3. The Board directs its representative _____ to vote for candidate _____ and candidate _____ at least on the first ballot taken at the June 6, 2022 election.

Ayes: Members

Nays: Members

Motion declared adopted

Secretary, Board of Education

Certification

The undersigned duly qualified and acting Secretary of the Board of Education of _____, Michigan, hereby certifies that the foregoing is a true and complete copy of a resolution adopted by the Board at a _____ meeting held on _____, 2022, the original of which resolution is a part of the Board's minutes.

SAMPLE