



**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. Bobbie Murphy**  
Secretary

**Mrs. Kathy Hood**  
Treasurer

**Mr. Tom Smith**  
Trustee

**Mr. Willy Mena**  
Trustee

**Mrs. Mary Ann Roney**  
Trustee

**Meeting Date: June 9, 2022**  
**Educational Services Building**  
**25345 Taft Road**  
**Novi, MI 48374**



**NOVI BOARD OF EDUCATION**  
**Regular Meeting: June 9, 2022**  
**7:30 PM**  
**AGENDA**

- I. CALL TO ORDER**
- II. PLEDGE OF ALLEGIANCE**
- III. APPROVAL OF THE AGENDA**
- IV. 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.*
- V. BOARD COMMUNICATION**
- VI. CONSENT AGENDA**
  - a. Approval of Minutes
  - b. Approval of Field Trips
  - c. MASB Membership
  - d. MHSAA Membership
- VII. ACTION ITEMS**
  - a. Personnel Report
  - b. Policies Updates and Revision
  - c. Novel Purchase
- VIII. INFORMATION AND DISCUSSION**
  - a. Board Meeting Schedule Revision
  - b. Board Operating Procedures Manual Updates and Revisions
- IX. COMMITTEE REPORTS**
  - a. Finance Committee
  - b. DEI Committee
- X. CLOSED SESSION FOR THE PURPOSES OF:**
  - a. Section 8(2)(f) – to review the contents of an application
- XI. RETURN FROM A CLOSED SESSION**
  - a. Board Selection of Candidates
- XII. ADJOURNMENT**

**BOARD OF EDUCATION  
NOVI COMMUNITY SCHOOL DISTRICT  
NOVI, MICHIGAN  
June 9, 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
  - c. Regular Meeting Minutes of May 19, 2022
  - d. Special Meeting Minutes of May 23, 2022
  
- B. Approval of MHSAA Field Trip
  
- C. Approval of MASB Membership
  
- D. Approval of MHSAA Resolution

**RECOMMENDATION:**

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

**APPROVED AND RECOMMENDED  
FOR BOARD ACTION**

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

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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 mentioned that every day he is very aware of and appreciative of the effort that all staff give to our students every day.

#### 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 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 23<sup>rd</sup>, at 4:00 PM.

Dr. Kinzer, Assistant Superintendent of Human Resources, reported that he was able to attend the MASA School Safety Summit in Lansing. He mentioned that 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 echoed Dr. Matthews' comments and issued a tremendous thank you to all staff.

Dr. RJ Webber, Assistant Superintendent for Academic Services, read some names of people who serve your children, our children. He mentioned that Leslie Condon has done so for 47 years with love and with grace going all the way to person that may have been hired as early as last week.

#### 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 it is a different way of looking at how to manage stress and anxiety. with is different that stress and anxiety itself.

Mrs. Murphy reported that she had the opportunity to visit Orchard Hills this week, which was fantastic. She stated that 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 expressed her gratitude to them and the new principal.

Mrs. Hood, Board Treasurer, reported the Band Boosters will be holding their annual bottle drive this Saturday, May 7<sup>th</sup>, from 9:00 to 2:00. She stated that she spent some time with Principal Carino, at Parkview. Mrs. Hood reported that Mr. Langley has a podcast call Thriving Educators. 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 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 due to out maintenance crew and custodial crew who are quite often get overlooked. Mr. Cook wanted to make sure that they received their accolades.

Dr. Ruskin, Board president, reported that she had the opportunity to go to the local scholarship breakfast. She stated that we had 36 to about 38 students who actually received local scholarships for their future education. She mentioned that the kids 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 1<sup>st</sup> 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 the administration 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.

Before going into a closed session, Mr. Mena, Board Trustee, read a statement to the Board and audience regarding the February 17, 2022 events prior to the Board meeting.

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 regarding the complaint that was made against a Board member.

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.

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Bobbie Murphy, Board of Education Secretary

An online recording of this meeting is available on YouTube and on the District Website: [novi.k12.mi.us](https://novi.k12.mi.us)



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

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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.

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Bobbie Murphy, Board of Education Secretary

An online recording of this meeting is available on YouTube and on the District Website: [novi.k12.mi.us](https://novi.k12.mi.us)



**Minutes of a Regular Meeting, May 19, 2022  
Novi Community School District  
Board of Education**

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A Regular Meeting of the Board of Trustees of Novi Community School District was held on Thursday, May 19, 2022, beginning at 7:00 PM.

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

Absent: Mrs. Roney

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. Mena and supported by Mr. Cook that the Novi Community School Board of Education approve the agenda as presented.

Ayes: 6 Dr. Ruskin, Mr. Smith, Mrs. Murphy, Mr. Mena, Mr. Cook, Mrs. Roney, and Mrs. Hood

Nays: 0

**MOTION CARRIED**

AWARDS/RECOGNITIONS/PRESENTATIONS

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 12-year journey toward that vision of the future of Novi's students and the District.

Dr. Kinzer introduced Dr. David Chapin, a retired superintendent from the East Lansing Public Schools and a faculty member in the Michigan State University Doctor of Educational Leadership Program, who presented the award to Dr. RJ Webber. He read a quote from Dr. Kinzer's glowing two (2) and a half page nomination letter that summarized things quite well. Dr. Chapin read, "I (Dr. Kinzer) have developed tremendous respect and admiration for Dr. Webber and his unwavering passion and commitment to all students, both in Novi and beyond. He has done an outstanding job with the traditional tasks required of an instructional leader, but

he has also worked tirelessly to develop programming in Novi that provides students with incredible opportunities to grow as human beings, not just students.”

Dr. Chapin congratulated Dr. Webber, acknowledging the importance of building bridges between the teachings on college campuses and the real work being done each and every day in schools across the State of Michigan and beyond.

#### ELECTION OF OFFICERS

In the Board Operating Procedures, Election of Officers, and according to M.C.L. 380.11a, 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 discussed and voted to fill the position of Board Secretary.

It was moved by Mr. Smith and supported by Mr. Cook to nominate Trustee Murphy to fulfill the duties of the secretary for the balance of this term.

Ayes: 6 Dr. Ruskin, Mr. Smith, Mrs. Murphy, Mr. Mena, Mr. Cook, Mrs. Roney, and Mrs. Hood

Nays: 0

**MOTION CARRIED**

#### ENTER INTO A CLOSED SESSION FOR THE PURPOSES 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.

It was moved by Mr. Smith and supported by Mr. Cook that the Novi Community School District Board of Education move into a closed session.

Ayes: 6 Dr. Ruskin, Mr. Mena, Mr. Cook, Mr. Smith, Mrs. Mrs. Hood, and Mrs. Murphy

Nays: 0

**MOTION CARRIED**

The Board moved into a closed session at 7:35 PM

The Board returned from a closed session at 9:11 PM.

Dr. Ruskin, Board President, reported that the Board went into a closed session because they had a complaint. She opened the floor to Board members who would like to comment, share thoughts, or take action or make a motion, since they were not able to talk about that in the closed session.

Mrs. Murphy, Board Secretary, made a statement outlining violations of Board policies and ethics by Mr. Mena in response to the earlier complaint filed against him prior to making the following motion:

It was moved by Mrs. Murphy and supported by Mr. Smith for the censure of Mr. Mena.

Mr. Smith, Board Trustee, made a few comments and then stated he stands by his support for censure.

Dr. Ruskin made a few comments and then stated she will not be supporting that based on the evidence.

Mr. Hood, Board Treasurer, made a few comments and then stated that she supports the motion to censure Mr. Mena for his actions as mentioned.

Mr. Cook, Board Vice-President, made a few comments and stated so he will not be supporting this motion

The Board took a roll call vote on the motion made by Mrs. Murphy and supported by Mr. Smith to censure Mr. Mena.

Ayes: 3 Mrs. Hood, Mr. Smith, and Mrs. Murphy

Nays: 3 Dr. Ruskin, Mr. Mena, and Mr. Cook

**MOTION FAILS**

Dr. Ruskin read a statement from the Board with regards to the complaint and procedures.

#### COMMENTS FROM THE AUDIENCE

There were 13 comments from the audience regarding the superintendent search, FOIA, censure, committees, procedures, and support.

#### ACTING SUPERINTENDENT'S REPORT

Dr. RJ Webber, Acting Superintendent, shared something that is celebratory of our community and that was a list of the Novi Educational Foundation (NEF) grants for the spring. He stated that the grants they were able to give totaled \$25,374 dollars

#### ADMINISTRATIVE REPORTS

Mr. McIntyre, Assistant Superintendent of Business and Operations, expressed his gratitude to those who served on the Food Service RFP Committee and stated that the information was sent to the MDE. He stated that we have two (2) bidders, which were Chartwells and Quest Food Management.

Dr. Kinzer, Assistant Superintendent of Human Resources, reported that he had the privilege of attending the Rotary's Most Improved Student Luncheon. He stated that the Novi High School Counseling Department recognized 10 high school students. Dr. Kinzer mentioned that they were very inspiring success stories. Dr. Kinzer reported that every event we have in our District, where we recognize students, he walks away just amazingly impressed with what our students accomplish and today was a great event.

Dr. Kinzer reported that we are progressing through our hiring process for our next assistant superintendent of academic services and that they will be narrowing that group down to finalists. He mentioned that we will be on track to make a recommendation for hire on June 16<sup>th</sup>.

#### BOARD COMMUNICATION

Mrs. Hood, Board Treasurer, reported that she stopped by the varsity baseball tournament on Monday to recognize Mental Health Awareness Month and on Saturday, our baseball coach had a tournament for Breast Cancer Awareness and all the boys wore their pink jerseys.

Mr. Cook, Board Vice-President, reported that he attended the high school choir concert. He stated that Claire Schurig did an outstanding job with all choirs.

Dr. Ruskin, Board president, reported that there was some question about how long people are allowed to speak and whether they are allowed to speak twice, so it was decided that we would have one opportunity for public comment. She mentioned that we want everyone to have the opportunity to speak.

Dr. Ruskin reported on the three minutes they put there, so that really everyone has the opportunity to speak. She stated that it was put before any action items, so that we could hear a public comment from the audience.

Dr. Ruskin encouraged everyone to attend the senior events. She reported that the seniors last day is next Friday. She stated that there was the spring signing yesterday and commencement is on Thursday, June 2<sup>nd</sup>.

Dr. Ruskin mentioned that MLI is coming on Monday for the Board meeting and that it is an open meeting. She stated that they are going to be walking the board through some of the process. She reported that she had the opportunity to go to meadows yesterday and meet with Mr. Brickey. Dr. Ruskin commented on Mr. Mena abstaining versus voting and he is allowed to do either according to the MCL statute.

Mr. Smith, Board Trustee, reported that there is a new organization in Novi, the Friends of Novi Schools, and the focus is purely on mental health, security, and safety for our students. He mentioned that it is not just students. He announced that the executive director for that organization is going to be Jason Smith.

Mr. Smith reported that he had the opportunity to visit the high school on Tuesday morning. He stated that he was talking to Marianne in the attendance office and mentioned with the language barriers. Mr. Smith recognized Mr. Mena offering his support.

#### 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. Murphy that the Novi Community Schools Board of Education that the Board table the consent agenda to a future meeting to make revisions and corrections on the meeting minutes.

Ayes: 6 Dr. Ruskin, Mr. Mena, Mr. Cook, Mr. Smith, 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>
Day, Rebecca	NW	Special Ed Para	New Hire	Level B	05-20-22

##### **B. Retirements and Resignations**



## INFORMATION AND DISCUSSION

### Policies Updates and Resolutions

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 (NCS D) employee. Whether it is clearly communicated or not, you will be identified as an employee of the NCS D in what you do or say online. Behavior unbecoming of an NCS D 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.

### 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.

### OCSBA 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**).

#### COMMITTEE REPORTS

##### Capital Projects

Mr. Cook, Board Vice-President and Chair of the committee, reported that the committee met on May 2<sup>nd</sup>, in the Novi Middle School Media Center, conducted by Plante Moran Cresa. He stated that the committee is supporting their recommendation letter. Mr. Cook said that they will attend the May 23<sup>rd</sup> finance committee, which is Monday, at four o'clock, to present and further discuss these recommendations.

##### Governance and Policy Committee

Mr. Smith, Board Trustee and Chair of the committee, reported that the committee met and that they will end up with a recommendation for the curriculum committee to move forward.

#### ADJOURNMENT

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

Ayes: 6 Dr. Ruskin, Mr. Mena, Mr. Cook, Mr. Smith, Mrs. Murphy, and Mrs. Hood

Nays: 0

#### **MOTION CARRIED**

The meeting adjourned at 11:02 p.m. The next regular meeting of the Board is scheduled for June 9, 2022 at 7:00 p.m., at the Educational Services Building.

\_\_\_\_\_  
Bobbie Murphy, Board of Education Secretary

An online recording of this meeting is available on YouTube and on the District Website: [novi.k12.mi.us](https://www.novi.k12.mi.us)



**SPECIAL SESSION MINUTES, MAY 23, 2022  
NOVI COMMUNITY SCHOOL DISTRICT  
BOARD OF EDUCATION**

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A Special Session Meeting of the Board of Trustees of Novi Community School District was held on Monday, May 23, 2022, beginning at 6:04 PM in the Educational Services Building.

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

Absent:

PLEDGE OF ALLEGIANCE

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

COMMENTS FROM THE AUDIENCE

There were eight comments from the audience this evening regarding the superintendent search, job posting, and the Bond.

OPENING REMARKS, AGENDA REVIEW

Mr. Silveri, of the MLI, stated that the longest part of this agenda will be the Timeline & Search Activities. The rest of the agenda should go quickly.

TIMELINE & SEARCH ACTIVITIES

Mr. Silveri, of the MLI, went through the draft timeline with the Board. He gave the following updates for each date listed:

**Thursday, June 9** – This will be a three (3) to four (4) hour meeting. The Board will have a Regular meeting and then go into a closed session, as is allowed in the OMA Section 8(2)(f), to review the applicants. The Board will return from the closed session to discuss and select the candidates that they would like to interview. In order to protect the candidates' identity, each candidate will be given a letter identity and the Board will refer to them by this letter.

**June 13 through June 15** – The first round interviews will take place. Each candidate will be given 90 minutes for their interview. Board members will be assigned a category for questions that will be asked. Binders will be made up for each Board member. If Board members have additional questions, please submit them to Danielle.

We will schedule two (2) interviews per night and there will be a two (2) minute break in between. The interviews on **June 13 and 14** will begin at 7:00 PM for the first interview and 8:50 for the second interview. The interviews on **June 15** will begin at 6:00 PM and the second interview at 7:50 PM. Take a lot of notes

**Thursday, June 16** – This Board meeting will begin at 6:00 PM. The finalists will be selected. This was to be a standalone meeting; however, it was part of the original Board meeting schedule.

**June 20 and 21** – The finalists' interviews will be conducted. The interviews will begin at 7:30 PM. The candidates will be allowed 80 minutes each; 20 minutes for their presentation (The Board will pick the topic.) and 60 minutes for the questions. This 80 minutes is firm.

The finalists will meet with the stakeholder groups, similar to the last stakeholder group meetings with Dr. Hagel. This is only for the staff, students, and parents/community members, no Board

members. There will be no personal questions asked of the candidates. Participants will be asked to fill out feedback forms that will be given to the Board.

**June 27 and 28** – The Board subcommittee, Superintendent Search Committee, will conduct site visits with key stakeholders from each of the candidate’s District. They will take 20 to 25 minutes with each group.

**June 30** – There will be a Board meeting at 7:00 PM for the sole purpose of selecting the new superintendent only. They should have a draft contract ready for this meeting.

#### CANDIDATE PERSONALITY/BEHAVIORAL PROFILE OPTION

Mr. Silveri mentioned that, if the Board was interested, they could have an independent firm called Hulings and Associates conduct a personality/behavioral profile. It is \$2,000 for up to four (4) candidates and \$500 for each additional candidate. He is going to check with other districts on this.

#### CANDIDATE RECOMMENDATIONS

MLI has already reached out to some potential candidates for Novi and there are others who have reached out to MLI. He asked that if Board members knew of anyone that they would like to see interviewed, please let him know. He stated the deadline for applications is June 6, 2022, by 4:00 PM.

#### POINT(S) OF CONTACT & MODE OF COMMUNICATION

Mr. Silveri stated that the points of contact are himself, the Board president, and the executive assistant to the superintendent. He said they will respond to all Board members’ communications.

#### EXPECTATIONS, ROLES, & RESPONSIBILITIES

##### Board, MLI Commitments

Mr. Silveri explained that the Board will commit to following the process. He stated that MLI commits to being readily available, open minded, provide a strong candidate pool, go through the process step by step as promised.

#### FINAL QUESTIONS, COMMENTS

Mr. Silveri will reach out to get Rockford’s rubric. MLI will use Word Cloud for feedbacks and create a QR code to the survey link for feedback.

#### ADJOURNMENT

It was moved by Mr. Cook and supported by Mrs. Roney that the Novi Community School District Board of Education meeting be adjourned.

Ayes: 7 Dr. Ruskin, Mr. Cook, Mrs. Hood, Mrs. Roney, Mr. Mena, Mrs. Murphy, and Mr. Smith  
Nays: 0

**MOTION CARRIED**

The meeting adjourned at 8:04 PM. The next regular meeting of the Board is scheduled for June 9, 2022 at 7:00 PM, at the Educational Services Building.

---

Bobbie Murphy, Board of Education Secretary

**BOARD OF EDUCATION  
NOVI COMMUNITY SCHOOL DISTRICT  
NOVI, MICHIGAN  
June 9, 2022**

**Out of State/Overnight Field Trip Approval Form**

**Field Trip Title:** Novi Spring 2022 MHSAA Tournaments (possible Overnight Field Trips)  
**Dates of Trip:** Various (See below)  
**Group:** Various (See below)  
**Sponsor:** Novi Athletic Department

**Summary:**

Novi Athletics would like to bring to your attention the prospective MHSAA state tournament dates and sites below for our Spring sports. If we continue to move on during tournament play, we may move forward with the overnight trips.

<b>Sport</b>	<b>Head Coach &amp; Asst. Coach/s</b>	<b>Regionals/ Semifinals Date/s</b>	<b>Regionals/ Semifinal Location</b>	<b>Finals Date/s</b>	<b>Finals Location</b>
Baseball	Rick Green	Local	Local	June 16-18	McLane Stadium East Lansing, MI
Softball	Jim Carlisle	Local	Local	June 16-18	MSU East Lansing, MI
Boys Golf	James Lewis	Local	Local	June 1-4	Katke- Ferris State U Big Rapids, MI
Boys Lacrosse	Chris Johnson	Local	Local	June 8-11	Howell HS Howell, MI
Girls Lacrosse	Kaitlyn West- Cardenas	Local	Local	June 8-11	Rockford HS Rockford, MI
Girls Soccer	Todd Pheiffer	Local	Local	June 17-18	MSU East Lansing, MI
Girls Tennis	Dan Lowes	Local	Local	June 2-4	WMU & Kalamazoo College Kalamazoo, MI
Girls & Boys Track & Field	Garett Zuk Danny Taylor	Local	N/A	June 4	Rockford HS Rockford, MI

The attached Field Trip form has been reviewed and approved by:

  
 Principal of Novi High School

  
 RJ Webber, Ed.D., Assistant Superintendent for Academic Services

**BOARD OF EDUCATION  
NOVI COMMUNITY SCHOOL DISTRICT  
NOVI, MICHIGAN  
June 9, 2022**

**ASSISTANT SUPERINTENDENT OF BUSINESS AND OPERATIONS**

**TOPIC:** Michigan Association of School Boards (MASB)

Membership in the Michigan Association of School Boards (MASB) allows the Board to be active in State school matters along with the majority of districts. The benefits and costs for MASB membership are summarized below:

**Michigan Association of School Boards (MASB)**

I. Benefits:

- a. Legislative representation,
- b. Legal Counsel Consultation,
- c. Board development CBA programming,
- d. Assistance with policy questions,
- e. Resources for Board members and Administrators.
  - i. LeaderBoard Magazine,
  - ii. Open Meetings Act Guide,
  - iii. Timely legislative updates

II. Cost: Cost is based on a sliding scale dependent upon student enrollment.

**RECOMMENDATION:**

That the Novi Community Schools Board of Education approve membership in Michigan Association of School Boards (MASB) for the 2022-2023 school year.

**APPROVED AND RECOMMENDED  
FOR BOARD ACTION**



\_\_\_\_\_  
Steve Matthews, Superintendent

**BOARD OF EDUCATION  
NOVI COMMUNITY SCHOOL DISTRICT  
NOVI, MICHIGAN  
June 9, 2022**

**SUPERINTENDENT**

**TOPIC:** Michigan High School Athletic Association Membership

**BACKGROUND INFORMATION:**

The Michigan High School Athletic Association is a voluntary, nonprofit corporation comprised of junior and senior high schools whose Board of Education/Governing Bodies have voluntarily applied for and received membership for and on behalf of their secondary schools. The association sponsors statewide tournaments and makes eligibility rules with respect to participation in such Michigan High School Athletic Association sponsored tournaments in the various sports. Each Board of Education/Governing Body that wishes to host or participate in such meets and tournaments must join the MHSAA and agree to abide by and enforce the MHSAA rules, regulations and qualifications concerning eligibility, game rules and tournament policies, procedures and schedules.

According to Michigan Attorney General Opinion #4795 of 1977, any local board of education may voluntarily join the MHSAA by adopting the rules of the association and agreeing to enforce those rules with respect to its schools.

In order to maintain membership in the Michigan High School Athletic Association, the Board of Education must adopt a membership resolution annually.

**MEMBERSHIP RESOLUTION FOR THE YEAR:**

**AUGUST 1, 2022 THROUGH JULY 31, 2023**

Novi High School and Novi Middle School, the secondary school(s) which are under the direction of the Novi Community School District Board of Education, City of Novi, County of Oakland, of the State of Michigan, are hereby:

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

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

This authorization shall be effective from August 1, 2022 and shall remain effective until July 31, 2023, during which the authorization may not be revoked.

**RECOMMENDATION:**

That the Novi Community Schools Board of Education adopt the Membership Resolution attached as Exhibit A, approving membership in the Michigan High School Athletic Association, and that the Board Secretary be authorized to execute the resolution.

**APPROVED AND RECOMMENDED  
FOR BOARD ACTION**

A handwritten signature in black ink, appearing to read "Steve Matthews", written over a horizontal line.

**Steve Matthews, Superintendent**



# 2022-23

1661 Ramblewood Drive  
East Lansing, MI 48823  
(517) 332-5046

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

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

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

## MEMBERSHIP RESOLUTION

For the year August 1, 2022 — through July 31, 2023

### LIST ON BACK

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

***(Junior high/middle and senior high schools of your school system which are to be listed as MHSAA members and receive MHSAA mailings during 2022-23 must be listed on the back of this form)***

\_\_\_\_\_ *Novi Community School District* City/Township of \_\_\_\_\_ *Novi*

County of \_\_\_\_\_ *Oakland* \_\_\_\_\_, of State of Michigan, are hereby:

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

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

This authorization shall be effective from August 1, 2022 and shall remain effective until July 31, 2023, during which the authorization may not be revoked.

### RECORD OF ADOPTION

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

\_\_\_\_\_ *Novi Community School District* School(s), on the *9th* day of *June*, 2022, and is so recorded in the minutes of the meeting of the said Board/Governing Body.

\_\_\_\_\_ *Novi Community School District Board of Education*  
(Governing Body Name)

\_\_\_\_\_ *25345 Taft Road*  
(Address)

\_\_\_\_\_ *Novi 48374*  
(City & Zip Code)

\_\_\_\_\_ *sheila.holly@novi.k12.org*  
(Contact E-mail)

\_\_\_\_\_ Board Secretary Signature  
or Designee

Check if Designee

# Schools Which Are To Be MHSAA Members During 2022-23

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

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

## Name the Member High School(s)

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

1. Novi High School
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

## Name the Member Junior High /Middle School(s)

*(member 6th, 7th and 8th-grade buildings)*

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

1. Novi Middle School  
 Name of Member School  
 Configuration of grades in building (e.g. K-6, 6-8, 7-8, 7-9): 7-8  
 Provide anticipated 2022-23 7th and 8th-grade enrollment 1041  
 Provide anticipated 2022-23 6th-grade enrollment \_\_\_\_\_  
  
 1. **Yes or  No (circle one)** 6th-graders will be participating in at least one sport with 7th and 8th graders. If yes, and not housed in the same building, add the name of the building that houses 6th-graders on the line below.  
  
 \_\_\_\_\_
2. \_\_\_\_\_  
 Name of Member School  
 Configuration of grades in building (e.g. K-6, 6-8, 7-8, 7-9): \_\_\_\_\_  
 Provide anticipated 2022-23 7th and 8th-grade enrollment \_\_\_\_\_  
 Provide anticipated 2022-23 6th-grade enrollment \_\_\_\_\_  
  
 1. **Yes or No (circle one)** 6th-graders will be participating in at least one sport with 7th and 8th graders. If yes, and not housed in the same building, add the name of the building that houses 6th-graders on the line below.  
  
 \_\_\_\_\_
3. \_\_\_\_\_  
 Name of Member School  
 Configuration of grades in building (e.g. K-6, 6-8, 7-8, 7-9): \_\_\_\_\_  
 Provide anticipated 2022-23 7th and 8th-grade enrollment \_\_\_\_\_  
 Provide anticipated 2022-23 6th-grade enrollment \_\_\_\_\_  
  
 1. **Yes or No (circle one)** 6th-graders will be participating in at least one sport with 7th and 8th graders. If yes, and not housed in the same building, add the name of the building that houses 6th-graders on the line below.  
  
 \_\_\_\_\_

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

**BOARD OF EDUCATION  
NOVI COMMUNITY SCHOOL DISTRICT  
NOVI, MICHIGAN**

June 9, 2022

**SUPERINTENDENT OF SCHOOLS**

**TOPIC:** Assistant Superintendent of Schools

With the resignation of Dr. RJ Webber, the search began for the next Assistant Superintendent of Academics for the Novi Community School District.

The position was posted in April and over 60 applications were submitted. Dr. Matthews and Dr. Kinzer reviewed all applications and identified six (6) applications to forward for HumanEX district leader screening. After reviewing the results of that intensive screening, four (4) applicants were asked to participate in a panel interview. After the panel interview, three (3) applicants were sent to Dr. Matthews for a final interview.

After the final interview, several days were taken to review the applicants record, talk with references, and make a decision.

I am pleased to be able to recommend to the Board, Mr. Mike Giromini for the Assistant Superintendent of Academics position.

Mr. Giromini is currently the principal at Royal Oak High School and has served in that role for seven (7) years. Previously, he worked for the Plymouth Canton Community Schools as a regional director responsible for a quadrant of elementary, middle, and high schools. Mr. Giromini also served as a Curriculum Coordinator for the district. He served in Plymouth Canton for three (3) years. Mr. Giromini is a physics and math teacher and has taught at the International Academy in Bloomfield Hills and the South Redford School District.

Mr. Giromini has the skills and experience necessary to be successful in this role. He has supervised administrators, planned professional development, coordinated the development of school improvement plans, taught in classrooms, and worked with diverse groups of students. Mr. Giromini has demonstrated an ability to improve student outcomes.

Mr. Giromini will be an asset to our district and serve our district staff and community well.

**RECOMMENDATION:** That the Novi Community School District Board of Education approve Mike Giromini as Assistant Superintendent of Academics beginning on July 1, 2022.

**APPROVED AND RECOMMENDED FOR  
ACTION**



Steve M. Matthews, Superintendent

**BOARD OF EDUCATION  
NOVI COMMUNITY SCHOOL DISTRICT  
NOVI, MICHIGAN  
June 9, 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. These policies came before the Board for information and discussion, at the May 19, 2022 meeting. They come back tonight for approval.

**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 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. *The Board subsequently authorizes the Superintendent to purchase these materials once approved.*

**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 a disclaimer is used, a different user name or a personal account, a public school employee’s online presence can be connected to employment in the Novi Community School District (NCSD). Identification as an employee of the NCSD must be presumed in any online*

posts or interactions. Behavior unbecoming of an NCSO employed as determined by administration may be subject to disciplinary action up to and including 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.

**RECOMMENDATION:**

That the Novi Community School District Board of Education approve the Policy 3004 and Policy 8010 as presented.

**APPROVED AND RECOMMENDED FOR  
BOARD ACTION**

  
\_\_\_\_\_  
Steve Matthews, Superintendent

**BOARD OF EDUCATION  
NOVI COMMUNITY SCHOOL DISTRICT  
NOVI, MICHIGAN**

June 9, 2022

**ASSISTANT SUPERINTENDENT FOR ACADEMIC SERVICES**

**TOPIC: 8<sup>th</sup> 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 was presented to the Curriculum Committee at their May 12 meeting and was recommended for Board information and discussion at the May 19, 2022 Board meeting.

It comes back tonight for approval at the June 9, 2016 Board of Education meeting.

**RECOMMENDATION:**

That the Novi Community School District Board of Education approve the purchase of a new eighth grade novel, *Everything Sad is Untrue*, for the fall of 2022 at Novi Middle School.

**APPROVED AND RECOMMENDED  
FOR BOARD ACTION**



---

Steve Matthews, 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

# Textbook Evaluation Instrument

Directions: Please complete all parts of this document and return to RJ Webber at ESB. **PLEASE NOTE: This form is to be submitted to the building principal for a signature.**

**Teacher Reviewer(s) Name(s).** (Include content area, literacy specialists and special education teachers): Sarah David, Laura Khalil, Stephanie Boersma, Maria Bianchini, Kimberly Wesner

**Student Reviewer(s) Name(s).** (Include representative students): Cate B., Jackson B., Carson C., Sojung C., Andrea G., Camila G., Ishaan J., Katey K., Levi M., Shalaka M., Fiona P., Sophia P., Mya T., Aiden V., Brynn V., Sueji Y.

**School(s):** Novi Middle School

## Part 1: General Information for Text Being Evaluated

Title: Everything Sad Is Untrue	Copyright date: 2020
Author(s): Daniel Nayeri	Cost (student edition): Traditional hardcover: \$11.04/each (Requesting 550 copies) Audio book: \$56/each (Requesting 50 copies)
Publisher(s): Levine Querido	Subject/Grade level: 8      Multiple Year Course? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

This text is recommended for: **ELA 8**

This text will serve as:

the course's primary text used by all teachers who teach the course

a secondary text for the course; a resource

### Notes/Comments:

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.*

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.

**Directions:**

This checklist is designed to help you evaluate the appropriateness and readability of the text(s) you are evaluating for adoption. Your goal is to analyze the text(s) for various components. Please rank the statements below using the following rating system:

3 = Excellent      2 = Acceptable      1 = Poor      NA = Not Applicable      NF = Not Found

**Part 2: Organization/Format**

<b>Overall Structure Organizational Features</b>	<b>3 Excellent</b>	<b>2 Acceptable</b>	<b>1 Poor</b>	<b>Provide Page Numbers for Examples</b>	<b>NA Not Applicable</b>	<b>NF Not Found</b>
Information is accurate & current					X	
Textbook provides a useful table of contents, glossary & index					X	
Layout is consistent and chapters are arranged logically					X	

Chapters contain clear and comprehensive introductions and summaries					X	
Textbook contains references, bibliography and resources					X	
Reading level is at age/grade level	X					
Size and format of print is appropriate	X					
Format is visually appealing & interesting (balanced)	X					
Teacher editions are easy to use, clearly formatted, and provide instructional methods & activities to meet the needs of all students					X	
Supplemental materials are available & stress the concepts presented in the text	X					
Content is updated throughout school year by company technologically as changes occur					X	
Other (please specify):						

***Notes/Comments:***

*Everything Sad Is Untrue* is considered a “multi-genre” novel because it is part memoir, part legend, part fiction, and part non-fiction. There are no chapters so that there is an intentional break from traditional western storytelling. There are sections broken up by the author’s thoughts and stories he tells.

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.

*Everything Sad Is Untrue* has a lexile level of 800L. The recommended reading range for *Everything Sad Is Untrue* is 12-18 years old (compared to *The Giver* being 6th through 8th grade).

Part 3: Alignment with ~~State~~ Common Core Standards and District Instruction and Assessment Expectations

Standards/Skills/Assessment Criteria	3 Excellent	2 Acceptable	1 Poor	Provide Page Numbers for Examples	NA Not Applicable	NF Not Found
Textbook content correlates to the <del>Michigan Curriculum Content</del> Common Core Standards	X			CCSS.ELA-LITERACY.RL.8.1 (Finding evidence to support claims) - Pages 60-68  CCSS.ELA-LITERACY.RL.8.2 (Theme) - Pages 60, 61, 216, 217, 72-74, 75, 119, 127-136, 160-173, 214-231  CCSS.ELA-LITERACY.RL.8.3 (Plot) - Pages 3, 9, 11, 19, 37, 43, 49, 54, 67, 300, 272-273,  CCSS.ELA-LITERACY.RL.8.4 (Figurative language) - Pages 3, 29, 124, 145, 347, 243, 261, 265, 261, 268, 346  CCSS.ELA-LITERACY.RL.8.5 (Structure/genre) - Pages 19, 21, 23, 30-42, 45, 51, 55, 57, 76, 77  CCSS.ELA-LITERACY.RL.8.6 (Point of view/Author's craft) - 11, 13, 25, 26, 28, 32, 41, 43, 52, 54, 57, 59, 137, 202, 216, 272, 347, 269  CCSS.ELA-LITERACY.RL.8.10 (Complexity of text) - All		
Textbook content correlates to Michigan Teaching and Learning Standards					X	
Textbook content correlates to the Michigan Assessment Standards					X	
Textbook content correlates to the Michigan Technology Standards					X	

Textbook content correlates to the Michigan Career and Employability Standards					X	
Textbook supports local unit and pre/post assessments in this discipline	X					
Other (please specify):						

***Notes/Comments:***

*Everything Sad is Untrue* features sophisticated figurative language, themes, character development, conflict, and other literary elements. This novel can be used for instruction on the following literary standards from the Common Core as noted above. The page numbers included above are a snapshot of how various literary elements can be observed throughout the novel.

Part 4: Content

<b>Content &amp; Organization Criteria</b>	<b>3 Excellent</b>	<b>2 Acceptable</b>	<b>1 Poor</b>	<b>Provide Page Numbers for Examples</b>	<b>NA Not Applicable</b>	<b>NF Not Found</b>
New concepts are explicitly linked to a student’s prior knowledge & experiential background				These criteria are targeted through teacher instruction and lessons developed by the teacher.	X	
Instruction & activities help students make connections between prior knowledge/experiences and new information presented in the text					X	
Activities include guiding (Big Idea) questions which encourage the development of higher-level thinking skills across and beyond the text					X	
Instruction guides students from concrete to abstract & general to specific					X	
Activities apply to a diversity of student abilities, interests and learning styles					X	
Real-life applications are given					X	
Information and directions are clearly written and explained					X	
The author’s writing style provides students with aids that guide them through the text. (Some of these include: marginal notes, glossing, pre-reading plus purpose setting, introductions, guided reading questions, summary questions/statements, extended reading activities, study techniques, writing activities, through level questions, others.)					X	
Materials contain affective objectives					X	
Activities are developmentally appropriate					X	
Instruction gradually releases independence for learning to student					X	

Part 4: Content (continued)

<b>Content &amp; Organization Criteria (continued)</b>	<b>3 Excellent</b>	<b>2 Acceptable</b>	<b>1 Poor</b>	<b>Provide Page Numbers for Examples</b>	<b>NA Not Applicable</b>	<b>NF Not Found</b>
Non-text content (maps, graphs, pictures) is accurate and well integrated into the text					X	
Non-text content (illustrations, graphs, maps, charts, etc.,) enhance the understanding of text & clarity or relate to key concepts					X	
Lessons/activities are interdisciplinary					X	
Other (please specify):						

**Notes/Comments:**

The content of *Everything Sad Is Untrue* is captured through the following summary written by the novel’s publishing company:

*“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, Daniel spins a tale to save his own life: to stake his claim to the truth.*

This novel can be used to teach any of the Common Core literature standards (as noted in Part 4 of this Evaluation Instrument).

Part 5: Inclusion/Equity/Diversity Issues

<b>Bias* Criteria Inclusion/Equity/Diversity</b>	<b>3 Excellent</b>	<b>2 Acceptable</b>	<b>1 Poor</b>	<b>Provide Page Numbers for Examples</b>	<b>NA Not Applicable</b>	<b>NF Not Found</b>
Women and minorities are featured in important roles	X			107-114, 311, 347, 159, 165-166, 72, 195-202, 214-231		
Subject matter covers a spectrum of accomplishments and contributions by all sexes, races and physical conditions	X					
All groups are presented in broad scope	X			13, 96-103, 173-174, 179-183, 273-279, 281-289		
Pronouns and descriptors of both sexes are used equally	X					
Nouns, adjectives, terms and illustrations are non-stereotypical and non-prejudicial	X					
Children of both sexes and various cultures and physical conditions will use the materials without feeling excluded, estranged or diminished	X					
References and timelines feature events throughout various parts of the world	X					
Other (please specify):						

**\*Types of bias: Invisibility, stereotyping, imbalance and selectivity, unreality, fragmentation and isolation, linguistic, and cosmetic. See Bias document in Curriculum Council folder on G Drive within District Approved Curriculum and Assessment Resources.**

**Notes/Comments:**

We want to read a novel with students 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.

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.

Part 6: Assessment

Assessment Criteria	3 Excellent	2 Acceptable	1 Poor	Provide Page Numbers for Examples	NA Not Applicable	NF Not Found
Assessment is centered on knowledge of the main ideas, concepts, and skills					X	
Student's knowledge of content is assessed in a variety of ways from information taken at all levels of cognitive & affective thinking					X	
Assessments incorporate knowledge from prior chapters/units					X	
Assessments require students to apply their basic knowledge to the Big Ideas beyond the content of the chapter/unit					X	
Questions and activities draw attention to the organizational patterns of the text and other learning strategies					X	
Assessment centers on the student's understanding of the process as well as the product					X	
Other (please specify):						

**Notes/Comments:**

Assessments are designed by the ELA 8 PLC, not the publishing company. The assessments we develop will align with the Common Core standards observed throughout the novel and articulated through a UBD template that is created by our team.

Part 7: Teacher's Edition/Supplementary Materials

Teacher's Edition / Supplementary Materials Criteria	3 Excellent	2 Acceptable	1 Poor	Provide Page Numbers for Examples	NA Not Applicable	NF Not Found
Textbook provides a separate teacher's edition with resource package				The publishing company provides a sample unit to accompany this novel (linked below).	X	
Teacher's edition is comprehensive, organized and easy to use					X	
References are readily available to the specific Michigan Curriculum Expectations and skills addressed in each activity					X	
Supplementary materials listed below are well organized, of high quality, and are useful in enhancing instruction (rate all that apply:)					X	
<i>Transparencies</i>					X	
<i>Manipulatives</i>					X	
<i>Prepared Kits</i>					X	
<i>Student practice/workbook</i>					X	
<i>Assessment materials</i>					X	
<i>Videos</i>					X	
<i>Software (CD-Roms, DVDs, Laserdiscs, etc.)</i>					X	
<i>Other (please specify):</i>						

**Notes/Comments:**

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.



(/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) (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) (<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) (<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) (<http://www.ala.org/yma>).

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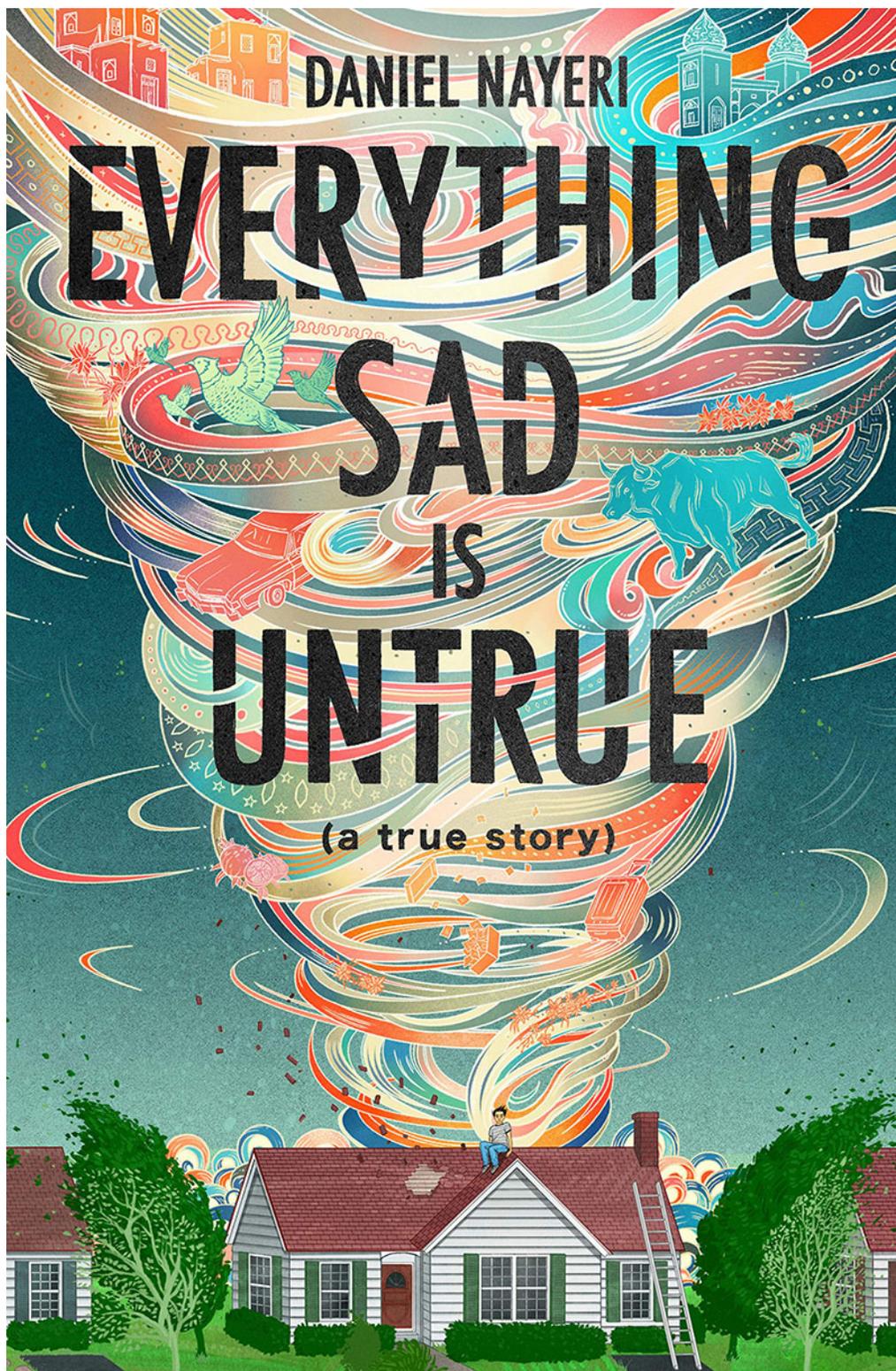


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## Tags

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.

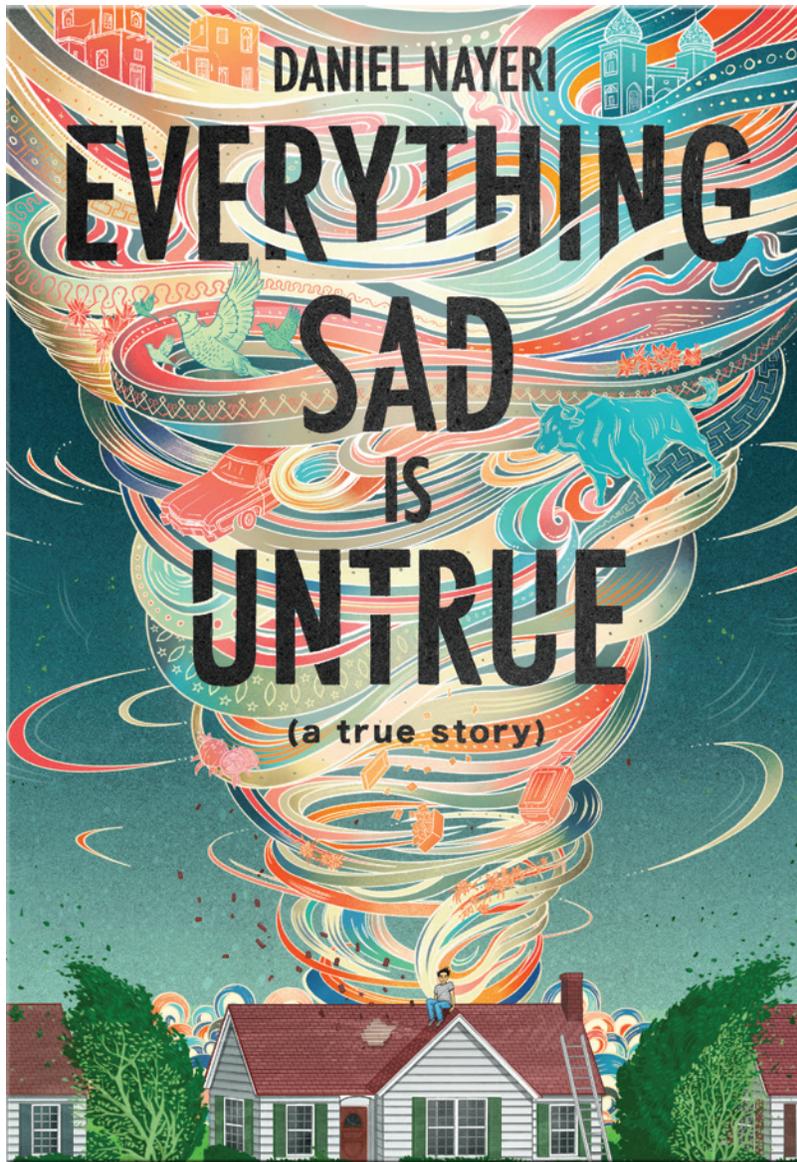
Reviewed by [Hilary Witt](#), formerly at Sullivan Univ., Lexington, KY , Jul 01, 2020



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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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About the book, praise and about the author on page 24

# 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://www.youtube.com/watch?v=bhNuNlridv8&list=PLRSGm8UnlBU1FmI2_181ovSjplhI-Ics_3)
- ★ [https://kids.kiddle.co/One\\_Thousand\\_and\\_One\\_Nights](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](https://kids.kiddle.co/Gulf_War)

# Introductory Activities & Anticipation Guides

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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			

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# Tea Party Strategy Activity<sup>1</sup>

As described by Kylee 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

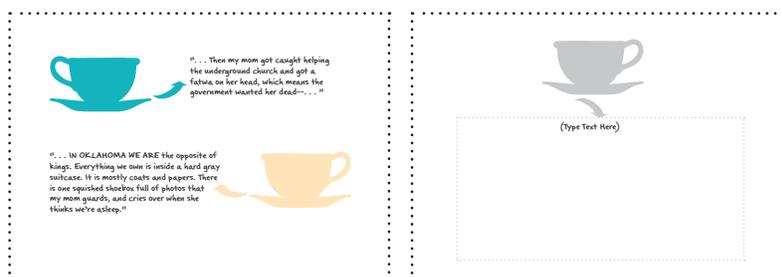
Teacher will introduce Tea Party Procedures and let students know that they will be using this activity to make inferences about Daniel Nayeri's novel *Everything Sad Is Untrue*. Students can be asked to examine the book cover, jacket, etc. to make inferences but should not read the synopsis of the book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



<sup>1</sup> *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:

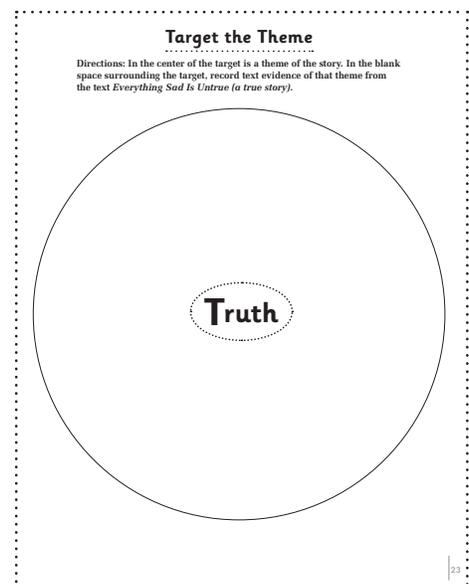
- ★ the topic
- ★ the author's purpose
- ★ a summary
- ★ specific to that story

## 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

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Point of View Text Reformulation Tasks for Students (Kylene Beers)<sup>2</sup>

- ★ Text Reformulation<sup>3</sup>: 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.

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<sup>2</sup> *When Kids Can't Read: What Teachers Can Do*

<sup>3</sup> *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

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### ***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](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

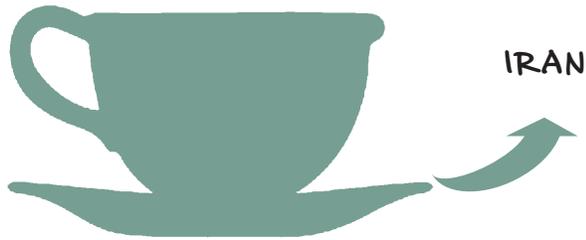
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Directions: On a scale of 1-5, 1 being strongly disagree to 5 strongly agree, respond to the following statements

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

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

# Tea Party Template Activity



IRAN

“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

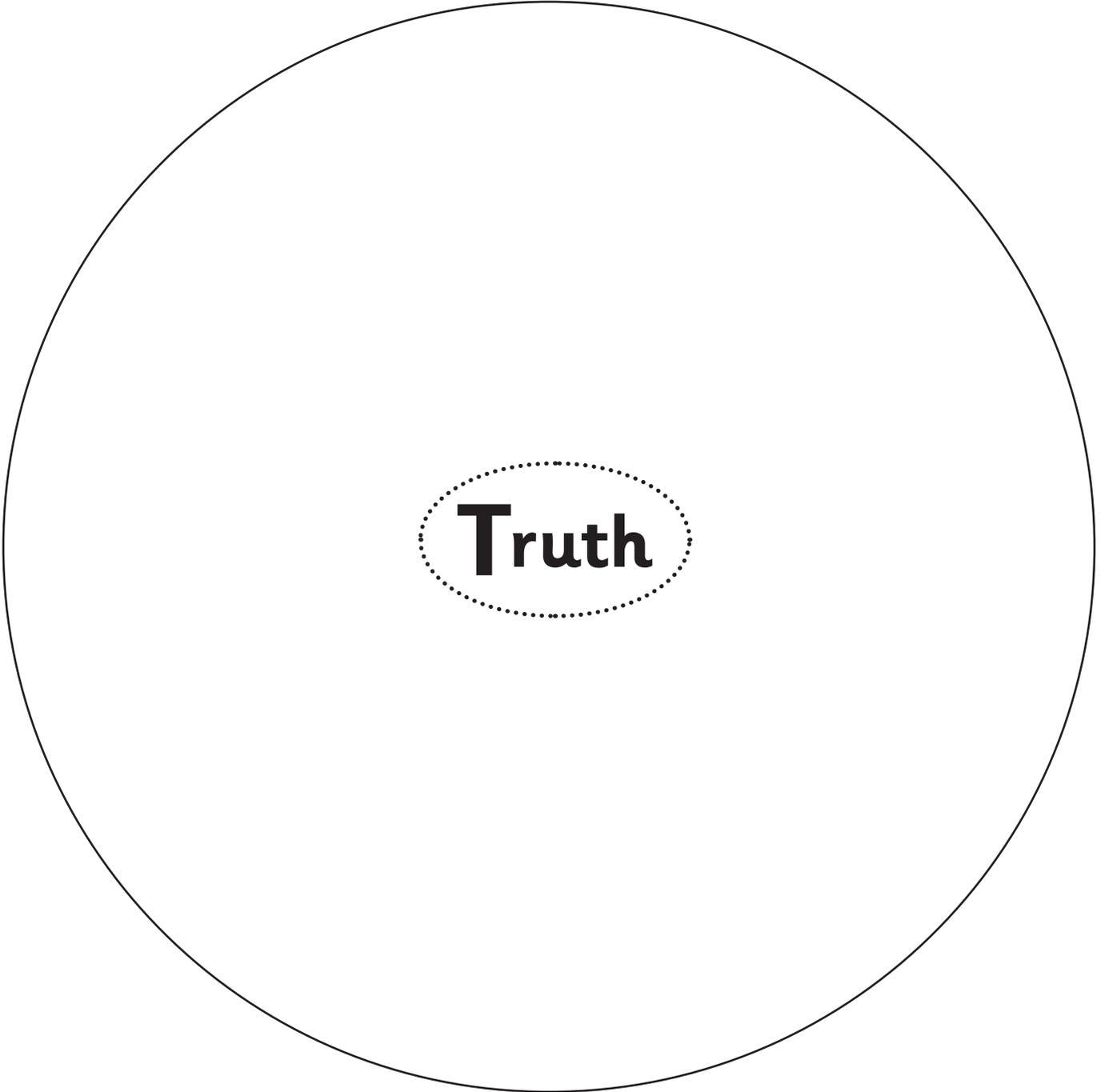
**Directions:** Read each of the quotes the author presents at the very beginning of the novel. Use the space provided to interpret their meaning in your own words.

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)

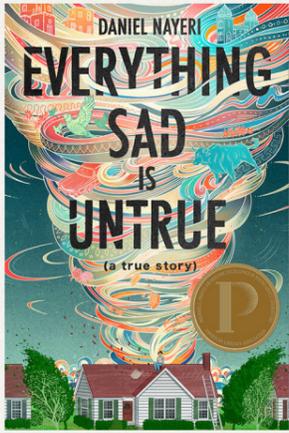
## ABOUT THE AUTHOR

.....

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)

*CCBC Choices 2021.* © Cooperative Children's Book Center, Univ. of Wisconsin - Madison, 2021. Used with permission.

### 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.*

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**Proposed Novels for ELA  
2022-23**

Each of these books was read by at least one (usually multiple) ELA 8 teachers. As we read and discussed, we crossed novels off the list.

Title	Author	Grade level or lexile level	Subject(s) or overview	Notes
<i>Everything Sad is Untrue</i> (Added by Sarah)	Daniel Nayeri	8th - 12th	Refugee, memoir, myth, legend, fiction, non-fiction	<p>Challenging read; breaks from traditional Western narrative structure; rich figurative language throughout</p> <p>Very “clean” (no cusses); positive messages; multiple blood (two detailed but not glorified) and poop (humorous) references</p> <p>Audio version available</p>
<i>When Stars are Scattered</i> (Added by Sarah)	Victoria Jamieson	4th - 7th	Refugee; fiction	<p>Graphic novel; high reviews</p> <p>Negative - low reading level</p>
<i>Refugee</i> (added by Khalil)	Alan Gratz	6th-9th	Refugee, historical fiction and realistic fiction	<p>Multiple character perspectives, Historical fiction (Holocaust, Cuba 90s, Syria 2000s), high engagement/familiar author, clean!, highly rated;</p> <p>Negative: 25% of incoming 8th graders have already read this per our survey.</p>

<p><i>We Are Displaced</i> (Added by Khalil - <a href="#">read preview only</a>)</p>	<p>Malala Yousafzai</p>	<p>7th-12th</p>	<p>Refugee, Autobiography/ Biography (narrative nonfiction)</p>	<p>Two disparaging Trump references; one reference to sex trafficking; two references to rape; positive messages; could be a fantastic intro (especially the first 6 chapters) to preface the three choices</p>
<p><i>Into the Wild Light</i> (Added by Sarah)</p>	<p>Jeff Zettner</p>	<p>7-10th</p>	<p>Realistic fiction</p>	<p>Beautiful themes of friendship and perseverance; drug overdose of parents; many drug references as well as rape</p>
<p><i>Finding Junie Kim</i> (Added by Westrate)</p>	<p>Ellen Oh</p>	<p>6-8th</p>	<p>Historical Fiction</p>	<p>Some political bias; violence</p>
<p><i>Before we were free (continuation of In the time of the butterflies)</i> (Added by Jordan)</p>	<p>Julia Alvarez</p>	<p>7-10th</p>	<p>Historical Fiction Immigration</p>	<p>-Discussions of the onset of Anita's adolescence: menstruation, growing breasts, first crushes, etc. It is implied that Trujillo rapes young girls, and he is interested in Anita's sister Brief but explicit mentions of torture techniques. Anita's father takes part in an assassination plot against the dictator (whose body is found tied up in her car). Anita's</p>

				father and his friends have guns -- and later she learns of her father's execution.
<i>Long Walk to Water</i> (Added by Sarah)	Linda Sue Park	4-6th	Water scarcity; realistic fiction	Read in 6th grade
<i>Enrique's Journey (Young Readers edition)</i> (Added by Khalil)	Sonia Nozario	9-11th	Refugee from Mexico; true story	Mentions rape
<i>Our Stories Carried Us Here</i> (Added by Sarah)	Tea Rozman Clark	High school	Refugee; memoir	Many disparaging Trump comments; not a strong story line even within short stories
<i>Land of the Cranes</i> (Recommended by L. Erickson)	Aida Salazar	6-8th	Realistic fiction	Recommended by Meadows teacher who said it's a great book but too sensitive for 6th grade; Sarah didn't love this. About a detention center. Some sexual content.

## Novels read in other Novi schools

### 5th grade read -alouds:

Wonder

Among the Hidden

### 6th grade novels:

Save Me a Seat

New Kid

A Long Walk to Water

Inside Out and Back Again

## 9th grade overview:

“Our kids read IR in every unit which is all choice driven. We do a lot of book talks in the media center. Kids check out titles from the media center plus some of the district purchased books plus our own books.

Here are the units:

### Unit 1- Memoir and Writer's Craft

Select one of the following:

- Born a Crime by Trevor Noah
- The Glass Castle by Jeanette Walls
- Some Assembly Required by Arin Andrews
- Long Way Gone by Ishmael Beah
- Hey Kiddo by Jarret Krozeka (I used this as an option for MTSS kids. My kids also read the March series too).

### Unit 2- Sci Fi and Argument

Everyone reads Fahrenheit 451 by Ray Bradbury

### Unit 3- Universal Themes in Poetry and Drama

Everyone reads Romeo and Juliet and a bunch of poems (which likely change between year/ classroom)

### Unit 4- Non-fiction reading and writing

Select one of the following:

- Just Mercy Young Readers Edition by Bryan Stevenson
- What the Eyes Don't See by Dr. Mona Hanna-Attisha”



## Things to consider:

Prominent skills currently taught in Unit 4:

- Preparation (annotating)
- Speaking and listening
- Asking probing questions
- Major plot events (plot diagram)
- Predictions (character change)
- Theme (supported by evidence) and subjects of novel (could make a word cloud)
- Symbolism
- Conflict

- Setting

Other universal skills:

- Figurative language (could be focus of unit if we read Everything Sad Is Untrue)

~~Needs (if using multiple texts)~~

- ~~- Calendars with set reading schedule for each book~~
- ~~- Comprehension checks for each book~~
- ~~- Different, more broad claim statements that could apply to all texts (probably relating to windows, mirrors, and sliding doors)~~

**BOARD OF EDUCATION  
NOVI COMMUNITY SCHOOL DISTRICT  
NOVI, MICHIGAN  
June 9, 2022**

**SUPERINTENDENT OF SCHOOLS**

**TOPIC: 2021-22 Board of Education Meeting Schedule Revision**

On September 9, 2021, the Board approved the 2021-2022 revised meeting schedule that included the rest of the 2021-2022 school year. Tonight, the Board is looking at removing the June 23, 2022 Board Work Session.

This comes before the Board tonight for information and discussion and will come back for Board action at the June 16, 2022 meeting.

These meetings will be held at the Educational Services Building, located at 25345 Taft Road, Novi Michigan 48374. The tentative schedule includes the proposed dates that will change.

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

  
\_\_\_\_\_  
Steve Matthews, Superintendent



# Novi Community School District

25345 Taft Rd., Novi, MI 48374 Phone: (248) 449-1204

## 2021-22 Board of Education Meetings

Meeting Location: Board Room - Educational Services Building (ESB)

*August 5, 2021	Thursday	7:00 p.m.	ESB
<b>*August 12, 2021 (workshop session)</b>	<b>Thursday</b>	<b>7:00 p.m.</b>	<b>ESB</b>
*August 25, 2021	Wednesday	5:30 p.m.	ESB
*September 9, 2021	Thursday	7:00 p.m.	ESB
*September 23, 2021	Thursday	7:00 p.m.	ESB
*October 7, 2021	Thursday	7:00 p.m.	ESB
*October 14, 2021	Thursday	7:00 p.m.	ESB
*October 28, 2021	Thursday	7:00 p.m.	ESB
*November 4, 2021	Thursday	7:00 p.m.	ESB
*November 18, 2021	Thursday	7:00 p.m.	ESB
*December 2, 2021	Thursday	7:00 p.m.	ESB
*December 16, 2021	Thursday	7:00 p.m.	ESB
January 6, 2022	Thursday	7:00 p.m.	ESB
<b>January 13, 2022 (workshop session)</b>	<b>Thursday</b>	<b>7:00 p.m.</b>	<b>ESB</b>
January 20, 2022	Thursday	7:00 p.m.	ESB
February 3, 2022	Thursday	7:00 p.m.	ESB
February 17, 2022	Thursday	7:00 p.m.	ESB
February 28, 2022 (Personnel Report Only)	Monday	5:00 PM	ESB
March 3, 2022	Thursday	7:00 p.m.	ESB
March 17, 2022	Thursday	7:00 p.m.	ESB
April 5, 2022 (Special Meeting)	Tuesday	6:30 PM	ESB
April 7, 2022	Thursday	7:00 p.m.	ESB
April 14, 2022	Thursday	7:00 p.m.	ESB
April 21, 2022	Thursday	7:00 p.m.	ESB
May 5, 2022	Thursday	7:00 p.m.	ESB
May 19, 2022	Thursday	7:00 p.m.	ESB
May 23, 2022 (Special Meeting)	Monday	6:00 PM	ESB
June 9, 2022 (Career Prep Graduation @ 6:00 p.m.)	Thursday	7:30 p.m.	ESB
June 16, 2022	Thursday	6:00 p.m.	ESB
<del>**June 23, 2022 (workshop session)</del>	<del>Thursday</del>	<del>7:00 p.m.</del>	<del>ESB</del>
June 30, 2022 (Superintendent Selection)	Thursday	7:00 p.m.	ESB

**BOARD OF EDUCATION  
NOVI COMMUNITY SCHOOL DISTRICT  
NOVI, MICHIGAN**

June 9, 2022

**SUPERINTENDENT OF SCHOOLS**

**TOPIC:** Novi Community School District Board of Education Operating Procedures Manual

The Governance and Policy Committee met on May 16, 2022 and discussed adding the Oath of Office in the Board Operating Procedures Manual. It comes before the full Board tonight for discussion.

**Oath of Office**

I do solemnly swear (or affirm) that I will support the Constitution of the United States and the Constitution of this State and that I will faithfully discharge the duties of the office of Member of the Board of Education of Novi Community School District, Michigan, according to the best of my ability.

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



Steve Matthews, Superintendent