

Montrose
Community Schools

Welcome Back 2014
Consider the Possibility...

Edward S. Graham, Ph.D.

August 25, 2014

Required Annual Certifications and Safety Awareness

Constitutionally Protected Prayer

- The U.S. Department of Education (USED) requires that each local or intermediate school district or public school academy, as a condition of receiving funds under any portion of the Elementary and Secondary School Act (ESEA) of 1965 as amended, annually certify, to the state agency, that it has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools.
- MDE is required by November 1, 2013, to provide the USED a list of all districts not providing MDE with this certification. A district's failure to submit the required certification may result in the district's loss of funding under ESEA.

Eye Protective Devices

- State law requires all public schools and public school academies to provide adequate eye protective devices for students enrolled in courses where danger to the eye exists [MCL 380.1288]. Administrative Code Rules governing Eye Protective Devices require that all public schools and public school academies certify compliance with this requirement.

Constitution Day

- Public Law 108-447 requires all educational institutions receiving federal funds to hold an educational program on the United States Constitution on **September 17, 2014**, for the students served by the educational institution.

Bloodborne Pathogen Training

Material Safety Data Sheets

New Hazard Communication Standards (HCS) require chemical manufacturers, distributors, or importers to provide Safety Data Sheets (SDSs) (formerly known as Material Safety Data Sheets or MSDSs) to communicate the hazards of chemical products. This standards must be met by **June 1, 2015**.

District initial training was completed last December

The district must also compile a comprehensive list of all the products used by the district and make it available to all employees no later than **June 1, 2016**.

We have already started the task of compiling the SDSs and are loading them into an online notebook that will be accessible through our webpage. In order for us to meet the Hazard Communication Standards and our commitment to the safety of all employees and students,

We need your help!

Any product(s) that you receive that contain potentially hazardous chemical materials should also come with a MSDS or SDS. **When you receive those sheets, PLEASE send them directly to Mrs. Mary Anne Kilbourn at Kuehn-Haven Middle School** who is working to compile the list of hazardous materials in our online notebook.

Understanding School Liability

Tort Law

- Courts have acknowledged that schools cannot guarantee the safety of all students
- However, school staff may be legally liable when a student is injured either because of an intentional action against the student or because of negligence
- The average “known” settlement in which students won conclusively or received partial damages

\$430,000 (Zirkel, 2008)

Understanding School Liability

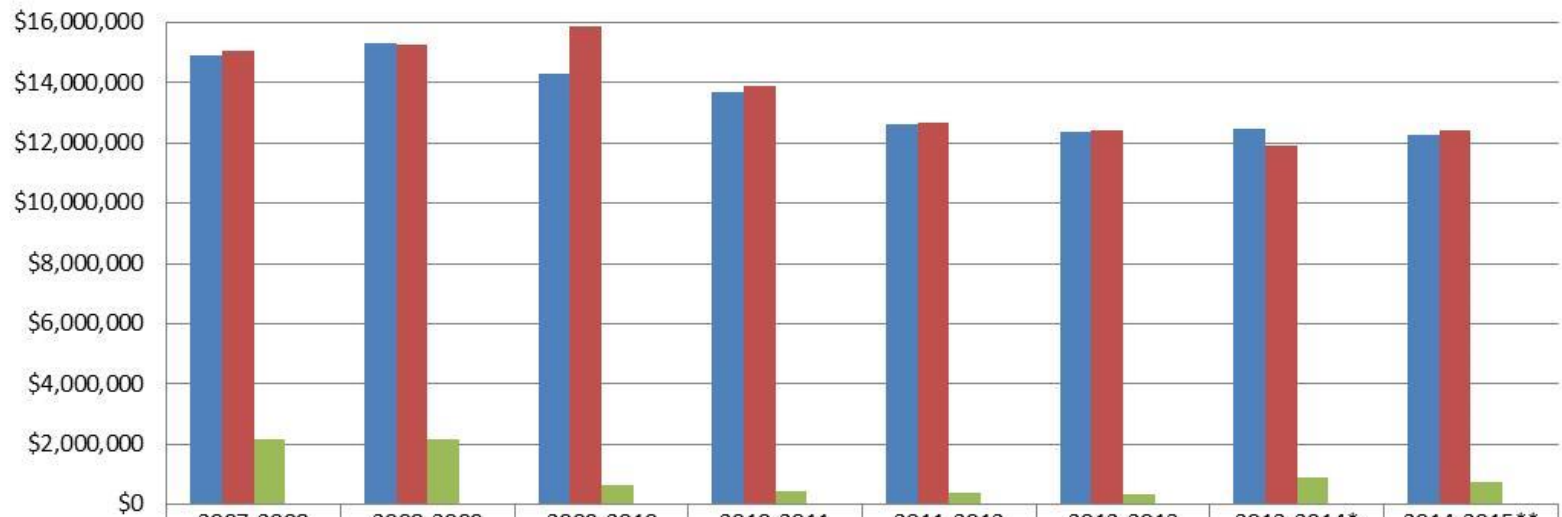
Guiding Questions:

- Did the school have a **duty to protect** the student?
- What was the **“reasonable standard of care”** to apply under the circumstances, and did the school apply that reasonable standard of care?
- If there was a **breach of that reasonable standards**, was it a significant factor in causing a student's injury?
- Did the victim **contribute** to the injury through his or her own negligence?
- Was there an **actual injury** that can be substantiated?

Financial Overview

Summary of District Finances

* Projected/Phase 3 ** Projected/Phase 1

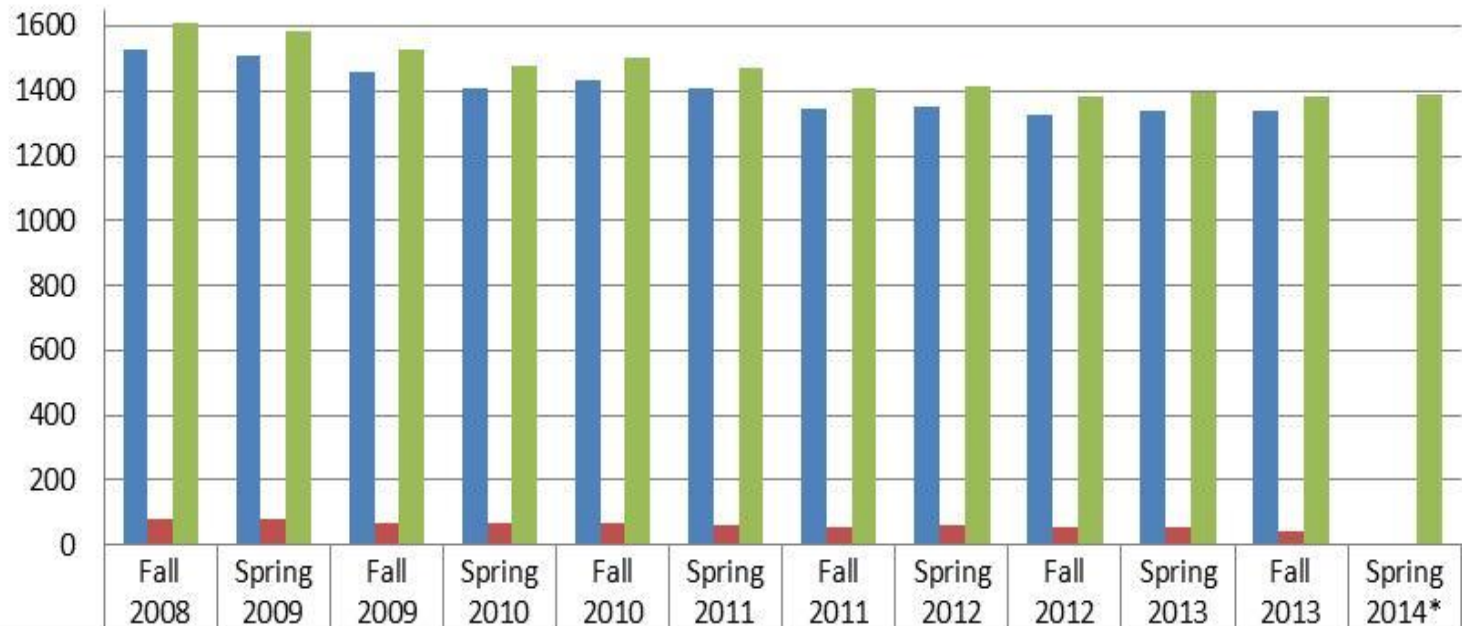


■ Revenue	\$14,887,319	\$15,292,042	\$14,315,336	\$13,680,870	\$12,628,174	\$12,382,469	\$12,474,616	\$12,269,119
■ Expenditures	\$15,079,852	\$15,289,674	\$15,874,074	\$13,888,373	\$12,676,096	\$12,427,905	\$11,897,036	\$12,418,277
■ Ending Fund Balance (FB)	\$2,153,837	\$2,156,205	\$624,467	\$417,084	\$369,162	\$323,725	\$901,305	\$752,147
■ FB as % of Expenditures	14.28%	14.10%	3.93%	3.00%	2.91%	2.60%	7.58%	6.06%

Student Enrollment Trends

Student Enrollment History

(*non-audited data)



General Education FTE	1527.34	1507.66	1459.37	1410.29	1433.54	1407.03	1347.87	1350.46	1325.65	1336.63	1337.91	
Special Education FTE	78.45	77.34	68.63	68.79	67.46	60.97	56.75	61.6	56.68	56.08	45.42	
Total FTE	1605.79	1585	1528	1479.08	1501	1468	1404.62	1412.06	1382.33	1392.71	1383.33	1391

New in the 2013-2014 School Year: Section 25 Adjustments (-5.67 FTE)

The Political Context

State Superintendent of Schools, Mike Flanagan, is proposing a fundamental shift in Michigan public education from local school districts to countywide ones by reducing the current 550 local districts to countywide districts that are largely managed by intermediate school districts.



Rationale:

- A record number of school districts sinking into a deficit.
- Flanagan believes enrollment declines and financial swings would be easier to be absorbed with fewer districts and many major functions to be run at the county level.
- *"If that can't be done right away, the state should give more power to intermediate school districts so operations such as transportation and food services can be consolidated."* Flanagan predicts that countywide districts or his hybrid option could save millions — money he said could be used to teach students.
- Lori Higgins for the Detroit Free Press summarizes two approaches envisioned by Flanagan:
 1. The state could eliminate its local school districts and organize schools by county — there are 83 counties in the state — or by intermediate school district. So a county such as Oakland, with 28 individual school districts and 28 individual superintendents, would become one district with one superintendent and 180,274 students.
 2. A hybrid option would place more power with the state's intermediate school districts by transferring all non-instructional services — such as transportation, business and food service — to the ISDs. Local school districts would focus solely on instruction. The ISDs, for instance, would handle transportation for the entire county, rather than each district having a transportation department. Eventually, some instructional services would be handled at the county level, too, Flanagan said. . . .

Timeline:

- A full switch to a countywide model would require legislative approval, and Flanagan said he expects sizable opposition. The hybrid option, he said, is the one to embrace immediately — though it, too, would require a change in state law.

State and National Trends Already in Motion:

- Michigan PA 96 (i.e. Buena Vista and Inkster)
- Maryland, Florida, and Virginia are among states with countywide school districts.

Source:

Stamm, Alan (July 7, 2013). Deadline Detroit. http://www.deadlinedetroit.com/articles/5503/big_question_should_school_districts_be_countywide

Educator Evaluations

Classroom teaching must be observed using one of the four piloted observation tools:

1. Charlotte Danielson's Framework for Teaching
2. Marzano Teacher Evaluation Model
3. The Thoughtful Classroom
4. 5 Dimensions of Teaching and Learning

One of these tools will be selected to be the state tool, based on a competitive RFP process.

- The state will provide sufficient base funding to support Local Education Agencies' (LEAs') use of the state-selected tool with full fidelity.
- The state will provide the technical support and training for the state-selected tool.
- LEAs may choose to use one of the other three piloted observation tools instead, but must pay for any expenses above the base funding supplied by the state for the state-selected tool.

Any observer in an LEA must be trained in that LEA's observation protocol, whether the LEA is using the state tool or one of the other piloted tools.

- To support fidelity in the use of the observation tool, the training must be provided by the observation tool vendor.
- Multiple observations must be conducted across the school year. At least one observation must be unscheduled.
- In addition to receiving the above-referenced vendor-provided training on the observation tool, the administrator responsible for a teacher's evaluation must receive adequate training (which includes opportunities to practice) in coaching and providing feedback.
- All teacher observation data collected with the state-selected observation tool shall be reported to the state for research purposes to support continuous improvement of the educator evaluation system.

Until the details of this issue are finalized:

- Stay the course with the Danielson model
- Form a evaluation task force to develop procedural guidelines and protocols to ensure the fidelity of implementation throughout the district
- Increase inter-rater reliability of all evaluations.

What Do We Expect Our Students to Learn?

- Full implementation of the Common Core State Standards for mathematics, English language arts, as well as literacy in history/social studies, science, and technical studies.
- Every lesson, every activity, every assessment is tied to an identified learning standard for the grade and content area AND hitting the DELETE key on those that do not.
- Instruction must have rigor, relevance, and performance expectations that systemically move our students to college and career readiness in a global society.
- Students will only grow when they are challenged, develop persistence, and understand the relationship between effort and achievement.

What Will We Accept as Evidence That They Have Learned It?

- Assessment system built upon universal, benchmark measurements utilizing the STAR Enterprise tests for reading and mathematics. These assessments will be administered three times per year.
- STAR as a progress monitoring tool.
- Common formative and summative course assessments that are built with knowledge of effective test design, a working knowledge of Item Response Theory, and depths of knowledge.

What Will We Do When They Don't Learn It?

- Response to Intervention/Multi-Tiered System of Support
- Professional Development
- Common Language of Instruction
 - Classroom Instruction That Works
 - High Yield Instructional Strategies
 - Framework of Professional Practice – Defining what good teaching looks like
 - Balanced Leadership – Defining what good school administration looks like
 - Building background knowledge – Academic vocabulary
 - Common Assessment Program
- Data-Driven Instruction and Empirical Solutions
- School Improvement/Strategic Planning

Superintendent/Board Goals for the 2014-2015 School Year

Academic

- Develop local common assessment program to monitor student achievement
- Increase opportunities to engage with children before they enter kindergarten
- Increase the number of students who measure at or above the 50th percentile on the STAR Math and Reading assessment

Financial

- Actively promote School of Choice enrollment
- Maintain enrollment at Choice Alternative Education program
- Attain at least an audited 6% fund balance by the end the 2015 fiscal year
- Explore feasibility of a sinking fund initiative for facility maintenance

Personnel

- All labor contracts settled
- Restore middle school counselor
- Maintain a district-wide student to staff ratio that does not exceed 24:1

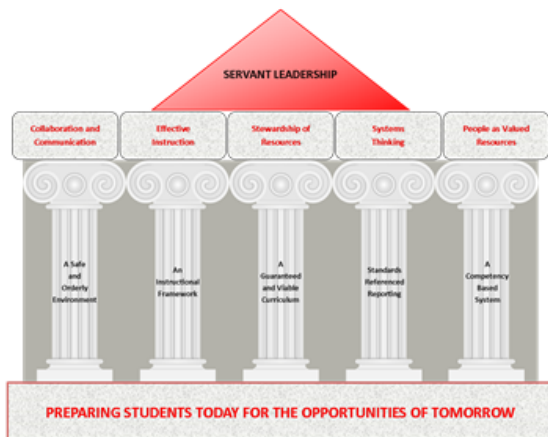
Communication/Public Relations

- Effectively launch new district webpage by the start of the 2014-2015 school year
- Develop a school district calendar
- Sustained media presence throughout the school year
- Explore email and texting options to parent community (possible use of notification service)
- Increase stakeholder perception survey scores
- Schedule quarterly Board/Superintendent work sessions
- Sustain weekly superintendent updates with the Board



Strategically Planning for a School System of Excellence

FOUNDATION:	Preparing Students Today for the Opportunities of Tomorrow
PILLARS:	The Five Components of High-Reliability Schools
OVER-ARCHING CONSTRUCTS:	Collaboration and Communication, Effective Instruction, Stewardship of Resources, Systems Thinking, and People as Valued Resources
CAPSTONE:	Servant Leadership



Montrose Community Schools—Let's Build the Future Together!

It is the policy of the Montrose Community Schools that no discriminatory practices because of sex, race, color, national origin or handicap, be allowed in providing instructional opportunities, job placement assistance, employment practices and policies governing student conduct and attendance. Any person suspecting a discriminatory practice should contact Montrose Community Schools, Dr. Edward Graham, Superintendent, at 300 Montrose Drive, P.O. Box 3128, Montrose, MI 48457-0828 or by phone at 810-394-8812.

District School Improvement Plan Overview 2014-2015



Preparing Students Today for the Opportunities of Tomorrow

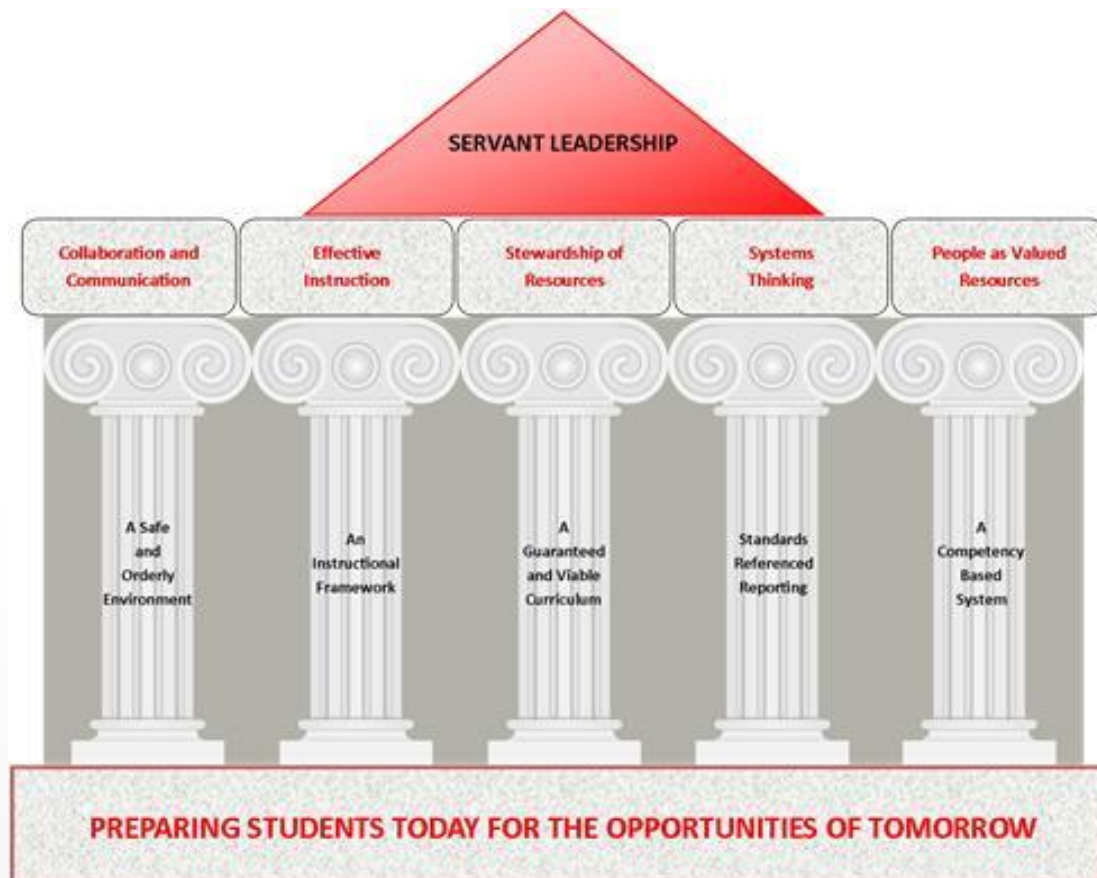


"Children are the living messages we send to a time we will not see."

— John W. Whitehead

Strategically Planning for a School System of Excellence

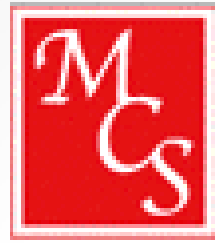
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Becoming a High-Reliability Organization: The Next Step in School Reform

- The concept of High-Reliability Organizations (HRO) describes how organizations operate when their accidents or failures are simply too significant to be tolerated and where failures make headlines.
- HRO take extraordinary steps in pursuit of error-free performance.

***HRO are not error free organizations.
What distinguishes HRO is not the
absence of errors, but the ability to
contain their effects in a manner so that
they do not escalate into significant
failures.***



Montrose

Community Schools

Regardless of whether you drive a bus, clean our facilities, serve lunch, manage an office or building, teach, or serve on the School Board – your work matters.

Let's collectively send a message into the future that we can be proud of.

Have a great year – and make it count!

