

BOARD OF EDUCATION MEETING PACKET

February 5, 2024

7:00pm

Bates Boardroom



Our Vision:

Champion Learning –

Develop, Educate, and Inspire!

This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. There is time for public participation during the meeting as indicated in the agenda below. Upon request to the Superintendent the District shall make reasonable accommodation for a person with disabilities to be able to participate in this meeting.

MEETING AGENDA

- A. **CALL TO ORDER**
 - 1. Roll Call
- B. **MEETING MINUTES** (1/22/2024)
- C. **APPROVAL OF AGENDA**
- D. **SCHOOL PRESENTATIONS**
 - 1. Creekside Market Day
- E. **PUBLIC PARTICIPATION** (up to ~30 minutes/max 5 per person)
- F. **ADMINISTRATIVE & BOARD UPDATES**
 - 1. Superintendent
 - a. Multigenerational Center Update
 - b. Solar Project
 - 2. Board President
 - 3. Student Representatives
- G. **CONSENT ITEMS**
 - 1. Personnel - Retirements
- H. **ACTION ITEMS**
 - 1. Policies - Second Reading
 - 2. MASB Election
- I. **DISCUSSION ITEMS** - none planned
- J. **PUBLIC PARTICIPATION** (up to ~15 minutes/max 3 per person)
- K. **BOARD COMMENTS**
- L. **INFORMATION ITEMS**
 - 1. Facilities Minutes 1/22/2024 (draft)
 - 2. Multigenerational Community Center Minutes 1/18/2024 & 1/31/2024 (draft)
 - 3. SEAB Minutes 1-10-2024
 - 4. SOC Flyer
 - 5. KGY5 Flyer
- M. **CLOSED SESSION**
 - 1. Superintendent Evaluation *per MCL 15.268(a)*
- N. **ADJOURNMENT**

CALENDAR

- *Schools of Choice Applications February 15-28, 2024
 - *February 26, 2024 - Board Meeting - 7:00pm Bates Boardroom
 - *March 4, 2024 - Board Meeting - 7:00pm Bates Boardroom
 - *March 5, 2024 - DEEC Kindergarten & Young 5 Open House - 5:30pm-7:00pm
 - *March 11, 2024 - Fall Registration Opens for all grades
 - *March 18, 2024 - Board Meeting - 7:00pm Bates Boardroom
-

Public Participation Policy 0167.3: *Those interested in making a public comment will be asked to raise their hands so the time may be divided equally. Each speaker will be asked to announce his/her name and address and indicate if he/she represents any organization or agency. No person may speak more than once on the same subject during a single meeting.*

BOARD OF EDUCATION MEETING NOTES
FEBRUARY 5, 2024

A. CALL TO ORDER

1. Roll Call

B. MEETING MINUTES

- * An appropriate motion might be, "I move that the Board of Education approve the attached meeting minutes from January 22, 2024 as presented/amended."

C. APPROVAL OF AGENDA

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

- * An appropriate motion might be, "I move that the Board of Education approve the agenda as presented/amended."

D. SCHOOL PRESENTATIONS

1. Creekside Market Day

Creekside staff will share a presentation on their second annual Market Day.

E. PUBLIC PARTICIPATION (full guidelines at link)

Each speaker is allotted a maximum of 5 minutes for a total of 30 minutes unless otherwise notified. At this point in the meeting, those interested in making a public comment will be asked to raise their hands so the time may be divided equally. Each speaker will be asked to announce their name and district of residence and indicate if they represent any organization or agency. No person may speak more than once on the same subject during a single meeting nor yield their time to another speaker. The Board does not respond to comments during the meeting. Those wishing to receive a personal response from the Board or Superintendent must complete a [public comment form](#) available at the meeting entrance and on our website.

F. ADMINISTRATIVE & BOARD UPDATES

1. Superintendent

- a. Multigenerational Community Center Update
- b. Solar Project Update

2. Board President

3. Student Representatives

G. CONSENT ITEMS

There is only one consent item this evening..

1. Personnel - Retirements

Your packet contains retirement letters from three DCS professional staff.

- * If separated, an appropriate motion might be, "I move that the Board of Education acknowledge the retirements of Ellen Doss, Lisa Travis, and Karen Porter, effective at the end of this school year."

**BOARD OF EDUCATION MEETING NOTES
FEBRUARY 5, 2024**

H. ACTION ITEMS

1. Policies - Second Reading

Your packet includes draft policies requiring updates to match recent legislative changes. These were approved for first reading at the January 22, 2024 board meeting. These policies are presented for action this evening.

- * An appropriate motion might be, "I move that the Board of Education approve policies 0122 and 0131.1 for second reading and final approval."
- * An appropriate motion might be, "I move that the Board of Education approve rescission of policies 3130, 3139 now and 3142 effective 7/1/2024 for second reading and final approval."
- * An appropriate motion might be, "I move that the Board of Education approve policies T-4108, T-4207, T-4407, and T-4408 for second reading and final approval."
- * An appropriate motion might be, "I move that the board of Education approve policies T-4402R, T-4403R, T-4405R, T-4409R and T-4503R (all effective July 1, 2024) for second reading and final approval."

*** MASB Election**

The MASB Board of Directors election is happening in early March. Your packet includes an election booklet with information about the Region 7 candidates: Sharon Lee, Michael McVey, Jack Temsey, Mary Vincent, and Dale Wingerd). The Board must cast their vote by March 6th, 2024.

- * An appropriate motion might be, "I move that the Board of Education cast their MASB Board of Directors vote for _____."

I. DISCUSSION ITEMS - none planned

J. PUBLIC PARTICIPATION (up to ~ 15 minutes/max 3 per person)

Each speaker is allotted a maximum of 3 minutes for a total of 15 minutes unless otherwise notified. At this point in the meeting, those interested in making a public comment will be asked to raise their hands so the time may be divided equally. Each speaker will be asked to announce their name and district of residence and indicate if they represent any organization or agency. No person may speak more than once on the same subject during a single meeting nor yield their time to another speaker. The Board does not respond to comments during the meeting. Those wishing to receive a personal response from the Board or Superintendent must complete a [public comment form](#) available at the meeting entrance and on our website.

K. BOARD COMMENTS

L. INFORMATION ITEMS

1. Facilities Minutes 11/22/2024 (draft)
2. Multigenerational Community Center Minutes 1/18/2024 and 1/31/2024(draft)
3. SEAB Minutes 1/10/2024 (draft)
4. Schools of Choice Flyer
5. Kindergarten & Young 5 Flyer

BOARD OF EDUCATION MEETING NOTES
FEBRUARY 5, 2024

The Board has one closed session this evening.

- * An appropriate motion might be, "I move that the Board of Education move into closed session for the purpose of discussing the Superintendent's evaluation."

M. CLOSED SESSION

- 1. Superintendent Evaluation - *per MCL 15.268(a)*

N. ADJOURNMENT

**DEXTER COMMUNITY SCHOOLS
BOARD OF EDUCATION MEETING MINUTES
JANUARY 22, 2024**

A. CALL TO ORDER – 7:01pm

1. Roll Call

Members Present: Daniel Alabré, Elise Bruderly, Mara Greateorex, Jennifer Kangas, Melanie Szawara; Student Representatives Marty Watson and Mischa Rafferty

Members Absent: Brian Arnold; Dick Lundy

Administrative & Supervisory Staff: Christie Bueche, Ryan Bruder, Barb Leonard, Craig McCalla, Chris Timmis, Hope Vestergaard

WWBDAMA: Paul Brown

Guests: Dan Shankland

Press: none

B. MEETING MINUTES

Melanie Szawara made a motion to approve the meeting minutes from 12/11/2023 as presented. Jennifer Kangas seconded the motion. **Motion Carried (unanimous).**

C. APPROVAL OF AGENDA

School Presentation 3: Creekside Market Day was postponed due to the inclement weather.

Elise Bruderly made a motion to approve the agenda as amended. Melanie Szawara seconded the motion. **Motion Carried (unanimous).**

D. SCHOOL PRESENTATIONS

1. BOE Recognition Month

On behalf of the entire district, Dr. Timmis thanked the Board of Education for their dedication and service. Buildings and departments gave tokens of appreciation to each trustee, including a placemats from Jenkins ECLC students that included what students want to be when they grow up; a potted plant with a story from the DEEC; posters from Wylie, the DEEC, and Creekside; giant snowflakes from Alt Ed; student-made keychains and buttons from Creekside; a thank you video from DHS students; and umbrellas from the district. As is their tradition, the Dexter Education Association donated award-winning books to each school library in honor of the BOE.

2. Shining Star

Kalli Nowitzke was recognized for her significant contributions to Dexter students including developing the flourishing Peer-to-Peer class and associated SNAP club at DHS, as well as the designation of DHS as a Special Olympics Unified Champions School among many other accomplishments.

E. PUBLIC PARTICIPATION - none

**DEXTER COMMUNITY SCHOOLS
BOARD OF EDUCATION MEETING MINUTES
JANUARY 22, 2024**

F. ADMINISTRATIVE & BOARD UPDATES

1. Superintendent Update

Dr. Timmis shared several updates:

- No-Transport Zone: Based on feedback from families and new hires by transportation, the administration will propose to the Board to implement a no-transport zone in Fall 2024 instead of this current school year. This will give families ample time to plan and will allow time for the district to get safety measures including signage, lighting, etc. in place. If the Board implements a non-transport zone, policies 8600 and 8601 will need to be updated. Rotating route shutdowns will continue for the duration of this school year. Dr. Timmis will send a community update out soon.
- Multigenerational Community Center: Approximately 200 people attended the four community forums regarding the Multigenerational Community Center (one of them was exclusive to the senior center); the Zoom recording of the final forum will be posted on the website on the BOE Meetings page. The project currently has \$8.5 million to work with; it can start accruing expenses as of 2/1/2024. Additional funds of \$700,000 from the county for the interior of the senior center must be spent by the end of 2024 so the timeline is tight. There are two additional outstanding requests for funding amounts of between \$2-5 million which should be determined in the next month or two. Based on the current confirmed funding, the District is looking at two options for a senior center to be built adjacent to or on the same complex as the Wellness Center. The new senior center location and design will be determined by the senior center board and will likely be in the 8,000 - 10,000 sq ft range. In late February, the BOE should expect to consider a letter of intent to purchase with a closing likely to happen in March.
- Solar Project Update: the District will need to do one final fundraising push to obtain the final \$20-25,000 funds required for the Jenkins Foundation fund matching.

2. Board President Update - none

3. Student Representatives Update

Student Representative Marty Watson shared that time off and illnesses have been fairly disruptive to student schedules but they are still hopeful for an additional day off to study since this is finals week at DHS; winter sports are in full swing; SPecial Olympics is doing a polar plunge fundraiser at the high school. Mischa Rafferty shared that the Drama club is doing a middle school and a high school production of Frozen at the end of the month; Special Olympics recently held a very successful bowling event; seasonal clubs are starting; NHS is holding a blood drive February 12th; At the Band & Orchestra concerts in December, IB students sold ceramic bowls to raise money for Sprout Love.

**DEXTER COMMUNITY SCHOOLS
BOARD OF EDUCATION MEETING MINUTES
JANUARY 22, 2024**

G. CONSENT ITEMS

1. Elise Bruderly made a motion that the Board of Education approve the consent items in bulk. Melanie Szawara seconded the motion. **Motion Carried (unanimous).**

The Board received the December 2023 budget report.

The Board acknowledged the retirements of Angela Chea and Chad Wiltrakis.

H. ACTION ITEMS

1. Policies - First Reading

Melanie Szawara made a motion that the Board of Education approve policies 0122 and 0131.1 for first reading. Elise Bruderly seconded the motion. **Roll Call Vote. Motion Carried (unanimous).**

Elise Bruderly made a motion that the Board of Education approve rescission of policies 3130, 3139, and 3142 for first reading. Melanie Szawara seconded the motion. **Roll Call Vote. Motion Carried (unanimous).**

Melanie Szawara made a motion that the Board of Education approve policies T-4108, T-4207, T-4407, and T-4408 for first reading. Elise Bruderly seconded the motion. **Roll Call Vote. Motion Carried (unanimous).**

Elise Bruderly made a motion that the board of Education approve policies T-4402, T-4403, T-4405, T-4409 and T-4503 (all effective July 1, 2024) for first reading. Melanie Szawara seconded the motion. **Roll Call Vote. Motion Carried (unanimous).**

2. Approve Trustee Training

Melanie Szawara made a motion that the Board of Education approve funding for interested trustees to take up to six CBA courses between now and June 30, 2024, including registration fees and associated travel, lodging, and meal costs. Jennifer Kangas seconded the motion. **Roll Call Vote. Motion Carried (unanimous).**

3. Approve Signatories

Jennifer Kangas made a motion that the Board of Education authorize CFO Christie Beuche and Senior Project Manager Sharon Raschke as signatories on the accounts and responsible for the duties outlined in the attached memo. Melanie Szawara seconded the motion. **Roll Call Vote. Motion Carried (unanimous).**

4. DHS Course Name Change

Elise Bruderly made a motion that the Board of Education approve the renaming of *IB Theatre* to *IB Theater SL* and *IB Theatre HL*, effective Fall 2024. Melanie Szawara seconded the motion. **Roll Call Vote. Motion Carried (unanimous).**

**DEXTER COMMUNITY SCHOOLS
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JANUARY 22, 2024**

5. Rezoning Request

The Board discussed a draft letter to the City requesting expedited rezoning of district property located at 2505 Baker Rd. Board consensus was that the letter should come from the entire board rather than a single district employee. Melanie Szawara and Jennifer Kangas suggested edits to the letter which were incorporated during the meeting.

Elise Bruderly made a motion that the Board of Education approve the attached amended letter to the City of Dexter regarding property at 2505 Baker Rd. Daniel Alabré seconded the motion. **Roll Call Vote. Motion Carried (unanimous).**

6. Approve School Calendar

Melanie Szawara made a motion that the Board of Education approve the attached 2024-2025 school year calendar. Elise Bruderly seconded the motion. **Roll Call Vote. Motion Carried (unanimous).**

7. Series 2 Bond Work

Principal for Operations Craig McCalla and Granger Project Manager Greg Brand shared with the Board the scope of projects being planned to close out the 2017 Series 2 Bond Work. These were reviewed and recommended by the Facilities Committee following their 1/22/2024 meeting.

Daniel Alabré made a motion that the Board of Education award the eight separate contracts outlined in the attached recommendation letter from Granger dated 1-22-2024 for a total amount of \$5,015, 927. Melanie Szawara seconded the motion. **Roll Call Vote. Motion Carried (unanimous).**

I. DISCUSSION ITEMS

1. Quarterly Financial Narratives

The Board had the opportunity to ask questions and comment on the quarterly financial narratives prepared by the Business Office through November 30, 2023.

J. PUBLIC PARTICIPATION – none

K. BOARD COMMENTS

1. Elise Bruderly shared her notes from the Jan. 22 WASB Legislative Breakfast. Board representatives had the opportunity to discuss legislative priorities and requests with Michigan legislators. As a group, WASB stressed the importance of having more time to plan school budgets.
2. Melanie Szawara noted that Dexter has an Olympian Alumna–Abby Tamer (Class of 2021) will be playing for the USA Field Hockey team.
3. Jennifer Kangas shared updates from the finance committee meeting in December.

**DEXTER COMMUNITY SCHOOLS
BOARD OF EDUCATION MEETING MINUTES
JANUARY 22, 2024**

4. Mara Greatorex noted that the Education Foundation of Dexter had approximately \$50k and in grant requests and were able to fund \$35k of them. Grants were awarded to staff at all buildings and many focused on STEM learning.

L. INFORMATION ITEMS

1. Finance Minutes 12/6/2023 (draft)
2. Multigenerational Community Center Minutes 12/15/2023 (draft)
3. Policy Minutes 12/18/2023 (draft)
4. SEAB Minutes 12-20-2023

At approximately 8:57 pm, Melanie Szawara made a motion that the Board of Education move into closed session following a five-minute break, for the purpose of discussing the Superintendent's Evaluation. Elise Bruderlyseconded the motion. **Roll Call Vote (unanimous).**

M. CLOSED SESSION

1. Superintendent Evaluation *per MCL 15.268(a)*

At approximately 9:11pm, the Board returned to open session.

Melanie Szawara made a motion to postpone the Superintendent's Evaluation until the next meeting. Elise Bruderly seconded the motion. **Motion Carried (unanimous).**

N. ADJOURNMENT

At approximately 9:13pm, President Mara Greatorex adjourned the meeting.

MINUTES/hlv

Jennifer Kangas
Secretary, Board of Education

DEXTER HIGH SCHOOL



Ellen Doss
IB Literature
Honors Humanities
dosse@dexterschools.org
(734) 424-4240 ext. 7410

Dear Dexter Board of Education Members,

I am writing to let you know of my decision to retire from teaching after thirty years at Dexter High School, effective August 31, 2024. It has been an honor and a pleasure to serve this community and to work with so many kind, generous colleagues and eager, intellectually curious students over these three decades.

I am particularly grateful for a district culture that has supported academic freedom and encouraged teaching staff to plan and implement curriculum that reflects their strengths, experience, and expertise. Starting my first year with the district, I was fortunate to partner with Susie Walters, a veteran teacher, to create and pilot the team-taught American Studies block for freshmen, a foundational course which still exists today in a very similar format. A few years after the turn of the century, we wrote the curriculum for and began teaching the Honors Humanities class for seniors, now in its 21st year. Upon Susie's retirement in 2012, I again had the extreme good luck to find an outstanding new partner in Patrick Stolkey, who took Susie's place in Humanities and who has worked closely with me to write, revise, and teach the two-year IB English Literature course over the past decade. My time at Dexter would not have been nearly as rich without these two colleagues, among other numerous friendships and working relationships across the staff and, in particular, in the English department.

I know I will miss the classroom and the fun that working with people on the cusp of adulthood brings, but I am also ready to begin the next part of my life. Teaching literature and spending nearly every school day discussing the works of some of humanity's greatest minds has been a privilege, and I am confident this work will carry on with my colleagues who remain and with the next generation of educators.

Sincerely,

Ellen Doss



January 26, 2024

Dexter Community Schools
Board of Education
2704 Baker Road
Dexter, MI 48130

Dexter Community Schools Board of Education:

The majority of my almost 30 year teaching career has been as a teacher for the Dexter Community Schools.

It is time for me to begin the next phase of my life. I am writing to inform the Dexter Community School Board that, at the conclusion of this current 2023-24 school year, I will retire as a public school teacher in the state of Michigan.

It would be impossible for me to list all the amazing people in Dexter and the surrounding communities who have positively impacted my life personally and professionally. I wish to sincerely thank the Dexter community at large for the opportunity to work in such an incredible school district.

I will work closely with the DCS Human Resources Office to ensure all appropriate steps are taken to facilitate a smooth transition to my retirement.

Thank you kindly,
Lisa M. Travis

Karen Porter



porterk@dexterschools.org

January 25, 2024,

Dear Dexter Community Schools Board of Education,

After more than 38 years of teaching, including the completion of my 28th year with the Dexter Community Schools as an Elementary Special Education Teacher Consultant and Reading Specialist, I have decided that it is time for me to retire. I plan to complete the current school year before officially retiring on June 30, 2024.

During my time at Dexter Community Schools, I have been fortunate enough to accomplish many career goals. My greatest achievement, however, has been educating striving learners, who consistently showed perseverance in their academic, social and emotional learning.

Over the last ten years, I have had the opportunity to be part of a team of passionate early reading intervention educators who have been essential in supporting our youngest and most vulnerable Dreadnaughts. I implore the school board to continue to find ways to fully fund our Targeted Title One Reading Programs. Reading intervention has reduced our special education numbers and is vital to supporting our classroom teachers and students.

Thank you for the opportunity to be Dread Strong for 28 years. Please feel free to contact me if you need to further discuss my pending retirement.

Respectfully,
Karen Porter
Dexter Early Elementary Complex

Revised Bylaw - Special Update - November 2023

Adopted March 17, 2003

Last Revised April 22, 2019

0122 - BOARD POWERS

The District shall operate as a General Powers School District. As such it has all of the rights, powers, and duties expressly stated in statute; may exercise a power implied or incident to any power expressly stated in statute; and, except as provided by law, may exercise a power incidental or appropriate to the performance of any function related to the operation of the District in the interests of public elementary and secondary education in the District including, but not limited to, all of the following:

- A. Educating Students. In addition to educating students in grades K- 12, this function may include operation of preschool, lifelong education, adult education, community education, training, enrichment, and recreation programs for other persons.
- B. Providing for the safety and welfare of students while at school or at a school-sponsored activity or while enroute to or from school or a school-sponsored activity.
- C. Acquiring, constructing, maintaining, repairing, renovating, disposing of, or conveying school property, facilities, equipment, technology, or furnishings.
- D. Hiring, contracting for, scheduling, supervising, or terminating employees, independent contractors, and others to carry out District powers.

~~E~~ The District shall indemnify its employees.

- E. Receiving, accounting for, investing, or expending District money; borrowing money and pledging District funds for repayment; and qualifying for State-School Aid and other public or private money from local, regional, State, or Federal sources.

The District may enter into agreements or cooperative arrangements with other entities, public or private, or join organizations as part of performing the functions of the School District.

The District is a body corporate and shall be governed by a school board. An act of this Board is not valid unless approved, at a meeting of the Board, by a majority vote of the members lawfully serving on the Board.

The Board may submit to the School electors a question that is within the scope of the powers of the School electors and that the Board considers proper for the management of the School system or the advancement of education in the School District. Upon the adoption of a question by the Board, the Board shall submit the question to the School electors by complying with Michigan election law (M.C.L. 168.312).

The Board shall adopt bylaws. These bylaws may establish or change Board procedures, the number of Board officers, titles and duties of Board officers, and any other matter related to the effective and efficient functioning of the Board.

The Board has authority, based on statute, to make decisions regarding the following subjects without resort to prior bargaining:

- A. the policyholder of an employee group insurance benefit
- B. the starting day for the school year and the amount of student contact time to receive full State school aid
- C. the composition of the District's school-improvement committees established under M.C.L. 380.1277
- D. the decision whether or not to have inter-district and intra-district open-enrollment opportunities
- E. the decision whether or not to permit authorization of Charter Schools (public school academies)

- F. ~~contracting with outside parties for noninstructional support services provided by an employee group including the procedures for obtaining a contract, the identity of the outside party, and the impact on individual staff members or a bargaining unit if the employee group is given an opportunity to bid on providing the noninstructional support services~~
- G. use of volunteers
- H. decisions regarding the use of experimental or pilot programs including staffing, use of technology, provision of the technology, and the impact on individual staff members or a bargaining unit
- I. compensation or reimbursement of a staff member for monetary penalties imposed on the staff member under the Public Employment Relations Act
- J. ~~any decision regarding the placement of teachers, or the impact of that decision on an individual employee or the bargaining unit~~
- K. ~~for teachers covered under the Teacher Tenure Act, decisions about the development, content, standards, procedures, adoption, and implementation of policies regarding personnel decisions when conducting a staffing or program reduction or eliminating a position as well as decisions regarding recall or hiring after any such reduction~~

~~This includes the impact of any such decisions on an individual employee or the bargaining unit.~~

- L. ~~decisions about the development, content, standards, procedures, adoption, and implementation of a performance evaluation system under M.C.L. 380.1249 for teachers and administrators~~
- M. ~~decisions concerning the content of a teacher's or administrator's performance evaluation or the impact of such decision~~
- N. ~~decisions about the format, timing, or number of classroom observations required for evaluation under the Teacher Tenure Act (M.C.L. 38.83a)~~
- O. ~~decisions concerning the classroom observation of an individual teacher, and the impact of such decision on an individual teacher or the bargaining unit~~
- P. ~~decisions about the development, content, standards, procedures, adoption, and implementation of the method of performance based compensation for teachers and administrators in accordance with M.C.L. 380.1250~~
- Q. ~~decisions about how performance evaluation is used to determine the performance based compensation for teachers and administrators~~
- R. ~~decisions concerning the performance based pay of an individual teacher or administrator, or the impact of such decision on such individual or the bargaining unit~~
- S. ~~decisions about the development, content, standards, procedures, adoption, and implementation of a policy regarding discipline or discharge for teachers covered under the Teacher Tenure Act (M.C.L. 38.71)~~
- T. ~~decisions concerning the discipline or discharge of a teacher covered under the Teacher Tenure Act (M.C.L. 38.71) or the impact of such decision on an individual teacher or the bargaining unit~~
- U. insertion of statutorily required emergency manager language into all collective bargaining agreements
- V. ~~decisions on whether to enter into an intergovernmental agreement to consolidate, to jointly perform, or to collaborate on one (1) or more functions or services [Note: the impact on employees of such decisions remains a mandatory subject of bargaining]~~
 - 1. ~~procedures of obtaining a contract for such an agreement to transfer of functions or responsibilities~~

- 2. ~~identities of any other parties to such an agreement~~
- W. ~~any requirement that would violate section 10(3), M.C.L. 423.210(3) (Right to Work Law)~~
- X. ~~decisions about the development, format, content, and procedures of the notification to parents and legal guardians required under M.C.L. 380.1249a (the requirement to make the notifications is effective with the 2018-2019 school year)~~

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Legal

M.C.L. 380.11a, 380.1131 et seq.

M.C.L. 423.201, 202, 206, and 215

M.C.L. 168.301 et seq.

BYLAWS AND POLICIES

0131.1 revised

Adopted March 17, 2003

Last Revised April 22, 2019

The Board of Education shall adopt bylaws and policies for the organization and operation of this Board and the District and shall be bound to follow such bylaws and policies.

Those bylaws and policies which are not dictated by the statutes or rules of the State Board of Education or ordered by the Superintendent of Public Instruction or a court of competent authority may be adopted, amended, and repealed at any meeting of the Board, provided the proposed adoption, amendment, or repeal shall have been proposed at a previous Board meeting and, once proposed, shall have remained on the agenda of each succeeding Board meeting until approved or rejected, except that the Board may, upon a vote and where compelling reasons exist, cause to adopt, amend, or suspend bylaw or policy contained herein, provided the amendment, adoption, or suspension does not conflict with law. Any resolution adopting, amending, or suspending a bylaw or policy under this provision shall expire automatically at the next public meeting of the Board unless the Board moves to adopt the resolution in final form.

Bylaws and policies shall be adopted, amended, repealed, or suspended by a majority vote of the Board.

Periodically, it may be deemed necessary to make technical corrections to policies that have already been adopted through normal procedures. These technical corrections may include statutory references, scrivener's errors, renumbering that does not change the order of the sections or subsections, grammatical corrections or additions including punctuation or typographical errors, as well as alterations and omissions not affecting the construction or meaning of any sections, subsections, chapters, titles, or policies as a whole. Technical corrections may also include the updating of the named individuals in these policies where the originally named individual no longer works for the District or no longer works in the applicable position. Should the Board choose to make such technical corrections, it may be accomplished by resolution without going through the normal policy adoption procedures.

The Board may adopt, amend, or repeal rules of order for its own operation by simple resolution of the Board passed by a majority of those present and voting. **In the event of a policy conflict, the most recently adopted policy takes precedent.**

The adoption, modification, repeal, or suspension of a Board bylaw or policy shall be recorded in the minutes of the Board. All bylaws and policies shall be printed in the Board policy manual. Any policy or part of a policy that is superseded by a term in a negotiated agreement shall no longer be in force and effect as a policy.

Revised 6/9/14

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Legal
M.C.L. 380.1201 et seq.



Book	Policy Manual
Section	3000 Professional Staff
Title	ASSIGNMENT AND TRANSFER RESCIND
Code	po3130
Status	Active
Adopted	March 17, 2003
Last Revised	April 22, 2019

3130 - **ASSIGNMENT AND TRANSFER**

The Board of Education believes that the appropriate placement of qualified and competent staff is essential to the successful functioning of the District.

The Superintendent shall be responsible for the proper assignment and transfer of all professional staff members and shall attempt to effect the optimum assignment of the professional staff in conformance with any applicable contractual or legal requirements, State certification requirements, and Federal requirements. S/He shall establish an audit procedure to ensure that each instructional staff member's teaching certificate is currently in compliance with appropriate State certification criteria and has not been nullified or, if applicable, that the professional staff member is otherwise qualified to teach as allowed by law.

Revised 2/2/09

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Legal
M.C.L. 380.1231, 1233, 1233b
E.S.E.A./N.C.L.B. – 20 U.S.C. 6319



Book	Policy Manual
Section	3000 Professional Staff
Title	STAFF DISCIPLINE RESCIND
Code	po3139
Status	Active
Adopted	March 17, 2003
Last Revised	May 7, 2018

3139 - **STAFF DISCIPLINE**

Whenever it becomes necessary to discipline a member of the staff, the Superintendent shall utilize related procedures described in the current negotiated agreement, to the extent not inconsistent with the current negotiated agreement, the following principles and procedures.

A teacher may only be discharged, demoted or otherwise disciplined for a reason that is not arbitrary or capricious. In all instances, discipline, discharge and demotion shall occur in accordance with the statutory requirements under the Teacher Tenure Act and the Revised School Code.

The administrator/Superintendent shall conduct an investigation of any alleged act or omission by a teacher that could result in disciplinary action. The teacher shall be provided with oral or written notice of the issue or incident being investigated.

The investigation shall include, at a minimum, interviews of appropriate persons and a meeting with the subject teacher and, if requested or if required by the bargaining agreement, his/her designated representative (either another employee or a union representative if part of a bargaining unit) to allow the teacher an opportunity to respond to the complaint. Prior notice of this meeting shall be provided to the teacher for any discipline that may result in a suspension or loss of pay. The meeting shall not proceed without the teacher's designated representative; however, the meeting shall not be unduly delayed to secure the attendance of the teacher's preferred representative. The District may substitute another representative from the union to timely process the investigation.

After completion of the investigation, if discipline is to be imposed, the teacher shall receive written notice of the discipline and this notice shall also be placed in the teacher's file.

Discipline may include, but is not limited to:

- A. written warning;
- B. written reprimand;
- C. suspension (paid or unpaid);
- D. discharge;
- E. financial penalty in accordance with Michigan law.

The District does not have to apply discipline in a progressive manner, but, rather, may impose discipline consistent with the seriousness of the teacher's conduct, as determined by the District. Additionally, nothing in this policy limits the District's right to take other appropriate action, such as placing a teacher on administrative leave during the pendency of an investigation or issuing a counseling memorandum, which is considered instructional, not disciplinary.

If it appears that disciplinary action beyond written reprimand may be necessary, the administrator should contact the Superintendent to discuss the disciplinary action that is to be taken.

Any disciplinary action that is not subject to Board review as described below may be submitted to the Superintendent for review within five (5) work days of the teacher's receipt of the written confirmation. The Superintendent is not required to conduct an independent investigation. S/He shall meet with the administrator who issued the discipline and with the teacher and his/her designated representative, if requested. The Superintendent may affirm, revise or reject any disciplinary action taken against a teacher and his/her decision is final.

The following disciplinary actions may only be imposed by the Board in adherence with the requirements of the Teacher Tenure Act:

- A. discharge of a tenured or probationary teacher;
- B. demotion of a tenured teacher (which includes suspension for fifteen (15) or more consecutive days without pay or a reduction in compensation by more than equivalent of thirty (30) days compensation in one (1) school year);
- C. non-renewal of a probationary teacher.

Revised 4/28/08

Revised 12/12

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Legal

M.C.L. 38.101 et seq., 38.74, 380.1230d, 380.1535a



Book	Policy Manual
Section	3000 Professional Staff
Title	PROBATIONARY TEACHERS RESCIND
Code	po3142
Status	Active
Adopted	March 17, 2003
Last Revised	August 27, 2018

3142 - **PROBATIONARY TEACHERS**

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

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

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

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

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

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

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

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

Revised 12/12
Revised 8/12/13

Series 4000: District Employment

T-4100 Employee Rights and Responsibilities

T-4108 Union Activity and Representation

The District will not engage in any of the following:

- interfere with, restrain, or coerce employees in the exercise of their rights under the Public Employment Relations Act (PERA);
- discriminate in regard to hire, terms, or other conditions of employment based on membership or non-membership in a labor organization;
- discriminate against an employee because he/she has given testimony or instituted proceedings under PERA;
- initiate, create, dominate, contribute to, or interfere with the formation or administration of any labor organization; and
- use public school resources to assist a labor organization in collecting dues or service fees from wages of public school employees, unless a collective bargaining agreement expressly permits dues or service fee deductions from wages. Upon the expiration of the collective bargaining agreement, the District is not obligated to collect labor organization dues or service fees. Unless prohibited by a collective bargaining agreement, the District may charge an administrative fee to the labor organization for collecting and processing dues and other deductions on the organization's behalf.

This Policy is not intended to change or alter the terms of a collective bargaining agreement between the Board and a labor organization. Collective bargaining agreement terms supersede any inconsistencies with this Policy unless contrary to state or federal law.

An employee who is subject to an investigatory interview that may result in discipline or reasonably believes that an investigatory interview may result in discipline may bring to the investigatory meeting another employee, or a union representative, if the employee is in an exclusively represented bargaining unit. If the employee's union representative of choice is not immediately available, the investigatory meeting need not be delayed and may proceed with another representative present.

The District may permit a union representative to attend other meetings, but is not obligated to do so unless required by law or by an applicable collective bargaining agreement. District administration is not required to inform an employee of the right to union representation.

An employee is not entitled to have legal representation present at an employment-related meeting with District administration unless the Superintendent or designee gives prior permission.

Legal authority: MCL 423.209, 423.210; *Janus v AFSCME*, Council 31, 138 S. Ct. 2448 (2018); *NLRB v J Weingarten, Inc*, 420 US 251 (1975)

Date adopted:

Date revised:

Series 4000: District Employment

T-4200 Employee Conduct and Ethics

T-4207 Third-Party Contracting

This Policy is not intended to change or alter the terms of a collective bargaining agreement between the Board and a labor organization. Collective bargaining agreement terms supersede any inconsistencies with this Policy unless contrary to state or federal law. Unless expressly prohibited by a collective bargaining agreement and to the maximum extent permitted by law, the Board or designee may contract with third parties as determined by the Board.

Any selected third-party contractor must fully comply with Policies 0122, 4120.04, 4130.04, 1421, 3121, 4121, 8142, 8321.

Legal authority: MCL 380.11a(3)

Date adopted:

Date revised:

Series 4000: District Employment

T-4400 Professional Staff

T-4402-R Placement (Effective July 1, 2024)

This Policy is not intended to change or alter the terms of a collective bargaining agreement between the Board and a labor organization. Collective bargaining agreement terms supersede any inconsistencies with this Policy unless contrary to state or federal law.

A. Teacher as Defined by Revised School Code Section 1249

The appropriate placement of effective teachers is an essential component in promoting student academic growth, educational outcomes, and quality educational services. The Superintendent or designee may make teacher placement decisions at their discretion consistent with this Policy.

Placement includes, but is not limited to, assignment, transfer, or the filling of a position with current staff or newly hired teachers. For vacant positions see Paragraph C (Vacancy).

Placement does not include reduction in force or recall decisions governed by Policy 3131.

Consistent with Revised School Code Section 1248, teacher placement decisions shall be based on the following clear and transparent factors:

- a. Staffing the curriculum with the most effective, certified, and qualified teachers to instruct the applicable courses, grades, and school schedule.
- b. Appropriate certification, approval, or authorization for all aspects of the assignment. The certification, approval, or authorization, as applicable, will be determined by the Revised School Code, MDE's Teacher Certification Code, MDE's Rules for Special Education Programs and Services, and other applicable statutes and regulations.
- c. Teacher placement decisions must be made based on teacher effectiveness criteria established in Revised School Code Section 1249 and Policy 3220.
- d. Teacher placement decisions will be guided by the following criteria:
 - i. Retaining the most effective teachers who are certified (or otherwise approved or authorized) and qualified to instruct the courses within the curriculum, academic level(s), and department(s).
 - ii. Teachers must be properly certified, approved, or authorized for all aspects of their assignments. The teacher's certification, authorization, or approval status will be:

- A) Determined by the Revised School Code, MDE's Teacher Certification Code, MDE's Rules for Special Education Programs and Services, and other applicable statutes and regulations; and
- B) Based on documentation on file with the Superintendent's office.
 - 1) A teacher must maintain valid certification, approval, or authorization, as applicable, and is responsible for filing a copy of the certificate, approval, or authorization with the Superintendent's office in compliance with Revised School Code Section 1532.
 - 2) If a teacher petitions for nullification of the teaching certificate or any endorsement, the teacher must promptly provide written notice of that petition to the Superintendent's office.
- iii. In addition, teachers must be fully qualified for all aspects of their assignments, as determined by the Board, based on documentation on file with the Superintendent's office, including:
 - A) Compliance with applicable state or federal regulatory standards, including standards established as a condition to receipt of foundation, grant, or categorical funding;
 - B) Credentials needed for District, school, or program accreditation;
 - C) District-provided professional development, training, and academic preparation for an instructional assignment that is anticipated to contribute to the teacher's effectiveness in that assignment and is integrated into instruction;
 - D) Relevant special training, other than professional development or continuing education as required by state or federal law, and integration of that training into instruction in a meaningful way;
 - E) Disciplinary record, if any
 - F) Length of service in a grade level(s) or subject area(s);
 - G) Recency of relevant and comparable teaching assignments;
 - H) Previous effectiveness ratings;
 - I) Attendance and punctuality;
 - J) Rapport with colleagues, parents, and students;
 - K) Ability to withstand the strain of teaching;
 - L) Compliance with state and federal law; and

M) Other relevant factors as determined by the Superintendent or designee.

- e. Length of service may be considered as a tiebreaker if a teacher placement decision involves 2 or more teachers and all other factors distinguishing those teachers from each other are equal.

B. Placement of Non-Teaching Professionals Not Subject to Revised School Code Section 1249

If a collective bargaining agreement or individual employment contract governs the Non-Teaching Professional's employment, the Superintendent or designee will comply with the applicable language on placement.

If a collective bargaining agreement or individual employment contract does not address the placement of Non-Teaching Professionals, the Superintendent or designee is authorized to place Non-Teaching Professionals at their discretion.

C. Vacant Positions

1. Vacancies may be posted consistent with Policy 3121 and 3213. The Superintendent or designee determines when a vacancy exists. Generally, a vacancy is an unassigned, open position or a newly created position which the District intends to permanently fill.
2. Vacancies may be filled by a certified and qualified internal or external candidate consistent with this Policy. The Superintendent or designee has full discretion to assign Professional Staff or contractors to cover employee absences consistent with business necessity and operational needs.

Legal authority: MCL 380.11a, 380.601a, 380.1248, 380.1249

Date adopted:

Dated revised:

Series 4000: District Employment

T-4400 Professional Staff

T-4403-R Performance Evaluation (Effective July 1, 2024)

Performance evaluations are essential to provide quality educational services and to measure competency. This Policy does not diminish the Board's authority or ability to non-renew a professional staff member's contract at the end of the contract's term, consistent with applicable statutes, collective bargaining agreements, Policies, and individual employment contracts. This Policy is not intended to change or alter the terms of a collective bargaining agreement between the Board and a labor organization. Collective bargaining agreement terms supersede any inconsistencies with this Policy unless contrary to state or federal law.

A. Teachers as Defined by Revised School Code Section 1249

Teachers will be evaluated pursuant to a performance evaluation system consistent with Revised School Code Section 1249 and the Teachers' Tenure Act. This performance evaluation system will include, as appropriate, the following:

1. a year-end evaluation process that meets statutory standards;
2. an evaluation tool that incorporates components required by law, including:
 - a. locally agreed-on student growth and assessment data or student learning objectives, as defined by Revised School Code Section 1249;
 - b. the teacher's performance; and
 - c. objective criteria.
3. an individualized development plan (IDP) with performance goals developed by the evaluator in consultation with the teacher and recommended training designed to improve the teacher's effectiveness for:
 - a. all probationary teachers;
 - b. teachers rated minimally effective or ineffective during the 2023-24 school year;
 - c. teachers rated needing support or developing; or
 - d. at the evaluator's discretion when performance deficiencies are noted.
4. classroom observations of at least 15 minutes each which include, at a minimum, a review of the teacher's lesson plan, the state curriculum standard used in the lesson, and pupil engagement, with appropriate written feedback and a post-observation meeting between the teacher and the school administrator conducting the observation to discuss those items;

5. a mid-year progress report, if required by law, which aligns with the teacher's individualized development plan, includes specific performance goals developed by the evaluator, and any recommended training identified by the evaluator;
6. a year-end performance evaluation effectiveness rating, of effective, developing, or needing support;
7. tenured teachers rated as highly effective or effective on the 3 most recent consecutive year-end evaluations may be evaluated triennially, but if the teacher is not rated as effective on one of the triennial year-end evaluations, the teacher must receive year-end evaluations;
8. a mentor for teachers rated developing or needing support or for teachers in the first year of probation;
9. opportunity for a tenured teacher rated needing support on a year-end evaluation to request a review consistent with Revised School Code Section 1249;
10. a tool approved by MDE, a modified MDE tool, or a local evaluation tool if adopted in compliance with Revised School Code Section 1249 and corresponding regulations;
11. website posting of required information for the evaluation tool;
12. training on the evaluation tool for teachers and evaluators as required by law; and
13. other components that the Superintendent or designee deems relevant, important, or in the District's best interests.

If a tenured teacher is rated ineffective or needing support on 3 consecutive year-end evaluations, the teacher shall be discharged consistent with due process. The District is not precluded from discharging a teacher at other times as provided by the Teachers' Tenure Act.

If a teacher receives an unevaluated rating, the teacher's rating from the school year immediately before the designation must be used.

B. Non-Teaching Professionals Subject to the Teachers' Tenure Act

The performance evaluation system for a Non-Teaching Professional with a teaching certificate subject to the Teachers' Tenure Act must include multiple observations. An IDP will be developed during the employee's probationary period. Except during the probationary period, which must include annual evaluations, the Superintendent or designee will evaluate the employee's performance at intervals determined by the Superintendent or designee. The Superintendent or designee has discretion to select and use an evaluation tool that serves the District's best interests.

The Superintendent or designee also has discretion to implement an IDP if performance deficiencies are noted, regardless of the employee's effectiveness rating.

To the extent required by law, a tenured Non-Teaching Professional subject to the Teachers' Tenure Act rated as needing support may request a review consistent with Revised School Code 1249.

C. Non-Teaching Professionals Not Subject to the Teachers' Tenure Act

For Non-Teaching Professionals without a teaching certificate who are not subject to the Teachers' Tenure Act, the Superintendent or designee will evaluate the employee's performance at intervals determined by the Superintendent or designee, except annual evaluation will be performed during the employee's probationary period. The Superintendent or designee has discretion to select and use an evaluation tool that serves the District's best interests.

An IDP may be established at the Superintendent's or designee's discretion.

Legal authority: MCL 38.71 et seq.; MCL 380.11a, 380.601a, 380.1233b, 380.1248, 380.1249; 380.1249a(2)

Date adopted:

Date revised:

Series 4000: District Employment

T-4400 Professional Staff

T-4405-R Reduction in Force and Recall (Effective July 1, 2024)

This Policy is not intended to change or alter the terms of a collective bargaining agreement between the Board and a labor organization. Collective bargaining agreement terms supersede any inconsistencies with this Policy unless contrary to state or federal law.

A. Reduction in Force and Recall for Classroom Teachers

When making program and staffing decisions resulting in the elimination of a teaching position or the recall of a teacher to a vacant teaching position, the Board will retain the most effective classroom teachers who are certified and qualified to instruct courses within the applicable curriculum, academic levels, and departments. The Board has the exclusive right to determine the size of the teaching staff based on curricular, fiscal, and other operating conditions. To the extent that the determinations involve Revised School Code Section 1248 requirements, the clear and transparent procedures of this Policy guides the implementation of that statute.

1. General Provisions

- a. The Superintendent is responsible, acting within the approved budget, for establishing the number and nature of teaching assignments to implement the approved curriculum. If the Superintendent determines that insufficient funds are budgeted for the existing teaching staff or that a reduction in teaching staff is necessary due to program, curricular, or other operational considerations, the Superintendent may recommend to the Board the teaching positions to be reduced.
- b. Reduction in force and recall decisions must be made based on teacher effectiveness criteria established in Revised School Code Section 1249 and Policy T-4403R, 3220, and 2242.
- c. Decisions about the reduction and recall of teachers will be guided by the following criteria:
 - i. Retaining the most effective teachers who are certified (or otherwise approved or authorized) and qualified to instruct the courses within the curriculum, academic level(s), department(s), and school schedule(s). A probationary teacher rated as effective or highly effective on the teacher's most recent annual year-end performance evaluation is not subject to displacement by a tenured teacher solely because the other teacher is tenured under the Teachers' Tenure Act.

- ii. Teachers must be properly certified, approved, or authorized for all aspects of their assignments. The teacher's certification, authorization, or approval status will be:
 - A) Determined by the Revised School Code, MDE's Teacher Certification Code, MDE's Rules for Special Education Programs and Services, and other applicable statutes and regulations; and
 - B) Based on documentation on file with the Superintendent's office.
 - 1) A teacher must maintain valid certification, approval, or authorization, as applicable, and is responsible for filing a copy of the certificate, approval, or authorization with the Superintendent's office in compliance with Revised School Code Section 1532.
 - 2) If a teacher petitions for nullification of the teaching certificate or any endorsement, the teacher must promptly provide written notice of that petition to the Superintendent's office.
- iii. In addition, teachers must be fully qualified for all aspects of their assignments, as determined by the Board, based on documentation on file with the Superintendent's office, including:
 - A) Compliance with applicable state or federal regulatory standards, including standards established as a condition to receipt of foundation, grant, or categorical funding;
 - B) Credentials needed for District, school, or program accreditation;
 - C) District-provided professional development, training, and academic preparation for an instructional assignment that is anticipated to contribute to the teacher's effectiveness in that assignment and is integrated into instruction;
 - D) Relevant special training, other than professional development or continuing education as required by state or federal law, and integration of that training into instruction in a meaningful way;
 - E) Disciplinary record, if any;
 - F) Length of service in a grade level(s) or subject area(s);
 - G) Recency of relevant and comparable teaching assignments;
 - H) Previous effectiveness ratings;
 - I) Attendance and punctuality;
 - J) Rapport with colleagues, parents, and students;

- K) Ability to withstand the strain of teaching;
 - L) Compliance with state and federal law; and
 - M) Other relevant factors as determined by the Superintendent or designee.
- iv. Teachers must provide the District with current information and documentation supporting the teacher's certification and qualifications.
 - A) Reduction and recall decisions will be based on the teacher's certification and qualifications in the District's records at the time of the decision.
 - B) A laid off teacher must maintain current contact information (address, phone, and email address) with the Superintendent's office.
 - C) Failure to maintain current contact information may negatively impact the teacher's recall.
 - v. Teacher reductions and recalls are by formal Board action.
 - vi. Before the Board authorizes a teacher reduction, the Superintendent or designee will notify, in writing, the affected teacher of an opportunity to respond, either in person or in writing, to the proposed reduction.
 - vii. The Superintendent or designee will provide written notice of Board reduction in force or recall decisions to each affected teacher.
 - viii. A teacher's length of service with the District or tenure under the Teachers' Tenure Act will not be the sole factor in reduction in force and recall decisions.
- d. Teacher reduction in force decisions will be implemented by the following:
 - i. If 1 or more teaching positions are to be reduced, the Superintendent will first identify the academic level(s) or department(s) affected by the reduction. Among those teachers who are certified, approved, or authorized and qualified to instruct the remaining curriculum within the affected academic level(s) or department(s), selection of a teacher(s) for reduction in force will be based on the factors set forth in this Policy.
 - ii. Teachers within the affected academic level(s) or department(s) who are certified and qualified for the remaining positions will be retained consistent with the factors set forth in this Policy.
 - iii. When a teaching position is identified for reduction and there exists a concurrently vacant teaching position for which the teacher in the position to be reduced is both certified and qualified, and the teacher has received an overall rating of at least effective on that teacher's most

recent year-end performance evaluation, that teacher may be assigned to the vacant position consistent with Policy T-4402 unless the Superintendent or designee determines that the District's educational interests would not be furthered by that assignment.

- iv. If more than 1 teacher whose position has been identified for reduction is certified and qualified for a concurrently vacant teaching assignment, the Superintendent or designee will fill the vacancy consistent with Policy T-4402, unless the Superintendent determines that the District's educational interests would not be furthered by that assignment.
- v. If the reduction or recall decision involves more than 1 teacher and multiple teachers and all factors distinguishing those teachers from each other are equal, the Board may approve and implement a tiebreaker mechanism using a discrete part(s) of the evaluation system. For example, if the reduction or recall decision involves more than one teacher and all factors distinguishing those teachers from each other are equal, the teacher with the higher year-end effectiveness score reflected in the Professional Responsibilities portion of the evaluation will have preference for reduction or recall, as applicable. If this year-end effectiveness score is also tied, seniority (as established by the most recent seniority list for the bargaining unit to which the tenured teachers belong or, if none exists, the District's records) will determine preference for reduction or recall.

2. Teacher Recall Process

- a. A teacher is eligible for recall under this Policy for 12 months from the date the District implemented the reduction in force.
- b. The Superintendent will first identify the academic level(s) or department(s) where a teaching vacancy exists.
- c. Before or in lieu of initiating the recall of a laid-off teacher, the Superintendent may reassign teachers to fill vacancies in accordance with Policy T-4402.
- d. After or in lieu of any reassignment of existing teaching staff, the Superintendent may take either of the following actions to fill a vacancy:
 - i. Recall the laid-off teacher who is certified and qualified for the vacancy, provided the teacher was rated at least effective. If more than 1 laid-off teacher is certified and qualified for recall to a vacant teaching assignment, the Superintendent or designee will fill the vacancy consistent with Policy T-4402; or
 - ii. Post the vacancy and consider all applicants if the Superintendent determines that:

- A) the District's educational interests would not be furthered by recalling an otherwise eligible laid-off teacher who meets the certification and qualification standards for the position, considering the factors in Policy T-4402; or
 - B) no teacher on layoff meets the certification and qualification requirements for the position as otherwise stated herein.
- e. The Superintendent or designee will provide written notice of the Board's recall decision to any recalled teachers and will establish the time within which a teacher must accept recall to preserve the teacher's employment rights.
 - f. A laid-off teacher who is offered an interview for a vacancy and who fails to appear at that interview forfeits all rights to recall and continued employment.
 - g. A laid-off teacher who is recalled and fails to accept recall by the time designated in the recall notice, or who does not report for work by the deadline specified in the recall notice after filing a written acceptance of recall with the Superintendent, will forfeit all rights to recall and continued employment unless the Superintendent, in the Superintendent's sole discretion, has extended the time limit in writing.

If a collective bargaining agreement or individual employment contract governs reduction in force or recall, the Superintendent or designee will adhere to the applicable language.

B. Reduction in Force and Recall of Non-Teaching Professionals Not Subject to Revised School Code Section 1249

For Non-Teaching Professionals governed by a collective bargaining agreement, the Superintendent will implement the collective bargaining agreement's standards and procedures that pertain to reduction in force or recall when recommending a reduction in force or recall to the Board.

If no collective bargaining agreement exists, or if an existing agreement does not address reduction in force or recall of Non-Teaching Professionals, the Superintendent will recommend a reduction in force or recall among Non-Teaching Professionals using the same standards and procedures as set forth in this Policy for teachers.

C. Unemployment Compensation

A teacher or Non-Teaching Professional who is laid off and who is paid unemployment compensation chargeable to the District during the summer immediately following a reduction in force and who is recalled on or before the beginning of the next school year will be paid according to an annual adjusted salary rate such that the employee's unemployment compensation received plus

the adjusted annual salary rate will be equal to the annual rate of salary the employee would have earned for the school year had the employee not been laid off.

Legal authority: MCL 38.71 et seq.; MCL 380.11a, 380.601a, 380.1248, 380.1249, 380.1532

Date adopted:

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Series 4000: District Employment

T-4400 Professional Staff

T-4407 Discipline

Maintaining appropriate procedures and standards for addressing misconduct and other inappropriate behavior by Professional Staff is a critical component in furthering an effective educational environment and in providing quality educational services to students. Off-duty conduct may result in discipline if it adversely impacts the District and is not a legally protected activity. Information about substantiated unprofessional conduct will not be suppressed or removed from a personnel file consistent with Revised School Code Section 1230b. This Policy is not intended to change or alter the terms of a collective bargaining agreement between the Board and a labor organization. Collective bargaining agreement terms supersede any inconsistencies with this Policy unless contrary to state or federal law.

A. Probationary Professional Staff

Probationary Professional Staff discipline or demotion may occur for any lawful reason.

1. If the complaint alleges suspected child abuse or neglect, the matter must be immediately reported to Children's Protective Services.
2. An employee who is subject to an investigatory interview that may result in discipline or who reasonably believes an investigatory interview may result in discipline may bring a representative consistent with Policy T-4108.
3. The Superintendent or designee is authorized to place a Professional Staff member on paid, non-disciplinary administrative leave pending the completion of an investigation when, in the judgment of the Superintendent or designee, placing the Professional Staff member on leave will protect the investigatory process or work environment.
4. Disciplinary measures may include warning, reprimand, unpaid suspension, financial penalty, or discharge. This Policy does not require that disciplinary measures be applied progressively or sequentially. The District may apply appropriate disciplinary measures for the circumstances. The District may also consider preventative measures, including training, coaching, and other remedial measures.
5. Discipline will be confirmed in writing and placed in that person's personnel file. The person's year-end performance evaluation may also reflect the discipline.
6. The Superintendent or designee is authorized to impose discipline except for:
 - a. Nonrenewal of a probationary teacher; or
 - b. Discharge of a probationary teacher.

The Board's action may be based upon the Superintendent's or designee's written recommendation and applicable procedures set forth in the Teachers' Tenure Act.

B. Tenured and Non-Probationary Professional Staff

Tenured teacher discipline or demotion will occur only for a reason(s) that is not arbitrary or capricious. Likewise, the disciplining of Non-Teaching Professionals will be governed by the arbitrary or capricious standard unless expressly stated otherwise in a collective bargaining agreement, employee handbook, or individual employment contract. Under the arbitrary or capricious standard, a disciplinary decision must be supported by a preponderance of the evidence and the discipline must have a rational relationship to the established misconduct or inappropriate behavior.

Before imposing discipline, the Superintendent or designee will investigate whether a Professional Staff member engaged in conduct that may justify discipline. The investigation should include discussions with witnesses determined by the Superintendent or designee to have relevant information and a review of tangible evidence (e.g., documents, video, electronic communications). The Professional Staff member will be provided an opportunity to respond to the allegation(s).

If a Professional Staff member is governed by a collective bargaining agreement or individual employment contract, the Superintendent or designee will adhere to the disciplinary standards and procedures in that agreement. If the collective bargaining agreement or individual employment contract does not have an applicable provision, then the standards and procedures outlined below will apply.

The following procedures may be used for investigating allegations of Professional Staff misconduct or inappropriate conduct:

1. The Superintendent or designee may consult with legal counsel in appropriate cases and may request that legal counsel assist with an investigation.
2. The Superintendent or designee will give the Professional Staff member oral or written notice of the allegation(s).
3. If the complaint alleges suspected child abuse or neglect, the matter must be immediately reported to Children's Protective Services.
4. The Superintendent or designee will give oral or written notice of the time, date, and location of a meeting to provide the Professional Staff member with an opportunity to respond to the allegation(s) and substantiating factor(s).
5. An employee who is subject to an investigatory interview that may result in discipline or who reasonably believes an investigatory interview may result in discipline may bring a representative consistent with Policy T-4108.

6. The Superintendent or designee is authorized to place a Professional Staff member on paid, non-disciplinary administrative leave pending the completion of an investigation when, in the judgment of the Superintendent or designee, placing the Professional Staff member on leave will protect the investigatory process or work environment.
7. If an investigation concludes that a preponderance of the evidence (i.e., more likely than not) establishes that the Professional Staff member engaged in conduct warranting discipline, the appropriate level of discipline will be guided by the following:
 - a. the seriousness of the offense;
 - b. the Professional Staff member's prior disciplinary and employment record;
 - c. whether other Professional Staff members have engaged in similar or like past conduct known to the District's administration and the discipline imposed for those infractions;
 - d. the existence of aggravating or mitigating factors, as determined by the Superintendent or designee;
 - e. applicable federal or state law;
 - f. the Professional Staff member's acceptance of responsibility;
 - g. the likelihood of recurrence; and
 - h. any other factors the Superintendent or designee determine are relevant.
8. Disciplinary measures may include:
 - a. warning;
 - b. reprimand;
 - c. unpaid suspension;
 - d. financial penalty; or
 - e. discharge.

This Policy does not require that disciplinary measures be applied progressively or sequentially. The District may apply appropriate disciplinary measure. The District may consider additional preventative measures to address the misconduct, including training, coaching, and other remedial measures.

9. Discipline will be confirmed in writing and placed in that person's personnel file. The discipline imposed may also be reflected in the person's year-end performance evaluation.

10. The Superintendent or designee is authorized to impose discipline except for:

- a. the discharge of a Professional Staff member; or
- b. the demotion of a tenured teacher, as defined in the Teachers' Tenure Act.

The Board's action may be based on the Superintendent's or designee's written recommendation and applicable procedures in the Teachers' Tenure Act.

11. A tenured teacher's salary may be escrowed after tenure charges are approved by the Board.

Legal authority: MCL 38.71 et seq.; MCL 380.11a, 380.601a; *NLRB v J Weingarten, Inc*, 420 US 251 (1975)

Date adopted:

Dated revised:

Series 4000: District Employment

T-4400 Professional Staff

T-4408 Termination

This Policy is not intended to change or alter the terms of a collective bargaining agreement between the Board and a labor organization. Collective bargaining agreement terms supersede any inconsistencies with this Policy unless contrary to state or federal law.

A. Probationary Teachers

For purposes of this Policy, the “termination” of a probationary teacher occurs when the probationary teacher is discharged during the term of an existing individual employment contract between the probationary teacher and the Board. Discontinuation of a probationary teacher’s employment at the expiration of an individual employment contract is not termination for purposes of this Policy and is addressed separately in Policy T-4409.

The Board may terminate a probationary teacher for misconduct, inappropriate behavior, performance that is not effective, or for any other lawful reason at any time.

The Superintendent or designee may recommend the termination of a probationary teacher to the Board. The recommendation will include the reason(s) for the proposed termination.

Probationary teachers recommended for termination by the Superintendent or designee will be provided advance notice of the allegations; an opportunity for a hearing in closed or open session before the Board; and the time, date, and location of the Board hearing.

B. Tenured Teachers

The Superintendent or designee may recommend the termination of a tenured teacher by filing tenure charges with the Board. The Board will consider whether to proceed on the tenure charges or modify the charges. A tenured teacher may be terminated for a reason that is not arbitrary or capricious.

The tenured teacher may challenge the Board’s decision to discharge or demote the teacher by timely filing an appeal with the State Tenure Commission.

C. Non-Teaching Professionals

Unless otherwise provided by a collective bargaining agreement or individual employment contract, a Non-Teaching Professional may be terminated by the Board for any reason that is not arbitrary or capricious, subject to due process.

The Superintendent or designee may recommend the termination of a Non-Teaching Professional to the Board. The recommendation will include the reason(s) for the proposed termination.

Non-Teaching Professionals recommended for termination by the Superintendent or designee will be provided advance written notice of the allegations; an opportunity for a hearing in closed or open session before the Board; and the time, date, and location of the Board hearing.

Legal authority: MCL 38.83(2), 38.101, 38.121

Date adopted:

Date revised:

Series 4000: District Employment

T-4400 Professional Staff

T-4409-R Non-Renewal (Effective July 1, 2024)

For purposes of this Policy, “non-renewal” of a probationary teacher refers to the discontinuation of the employment relationship between the Board and a probationary teacher at the expiration of the probationary year following the process set forth in the Teachers’ Tenure Act.

Teachers must serve a probationary period as required by the Teachers’ Tenure Act. A probationary teacher’s contract may be non-renewed for performance-based reasons or any other lawful reason.

This Policy is not intended to change or alter the terms of a collective bargaining agreement between the Board and a labor organization. Collective bargaining agreement terms supersede any inconsistencies with this Policy unless contrary to state or federal law.

A. Probationary Period

1. A probationary teacher rated developing, or needing support may be subject to non-renewal consistent with the Teachers’ Tenure Act. To attain tenure, a probationary teacher must be rated effective (after July 1, 2024) or highly effective (before July 1, 2024) on the teacher’s 3 most recent year-end annual performance evaluations and serve at least 4 full school years. A teacher’s probationary period may extend beyond 4 years .
2. For a teacher who previously held tenure in another Michigan public school district, the teacher is subject to a 2-year probationary period, unless the Board acts to reduce the teacher’s probationary period.
3. Unless otherwise provided by a collective bargaining agreement or individual employment contract:
 - a. Non-Teaching Professionals who are not subject to the Teachers’ Tenure Act are subject to 5 years of probationary service and may be non-renewed or terminated at-will by the Board; and
 - b. After 5 years, the non-probationary Non-Teaching Professional may be non-renewed or terminated for any reason that is not arbitrary or capricious, subject to due process.

B. Non-renewal

1. Probationary teacher non-renewal is subject to the non-renewal procedures specified in the Teachers’ Tenure Act. This Policy shall be implemented consistent with that statute.

2. Before non-renewing a probationary teacher, the probationary teacher must receive written notice of the Superintendent's or designee's recommendation for non-renewal and the time, date, and place of the Board meeting at which the Board will consider the recommendation. The recommendation for non-renewal will state the reason(s) for the recommendation and may include supporting documentation.
 3. The probationary teacher must receive written notice of Board action to non-renew the teacher's contract at least 15 calendar days before the end of the school year (June 30) except as provided in subsection 4 below. If the teacher is hired after the beginning of the school year, notice of non-renewal must be received at least 15 calendar days before the teacher's anniversary date of hire.
 4. For a teacher who previously held tenure in another Michigan public school district, the teacher must receive written notice of non-renewal at least 60 calendar days before the completion of the probationary period.
- C. The probationary teacher will be provided an opportunity to address the Board in open or closed session and respond to the Superintendent's or designee's recommendation to non-renew.
 - D. The Board must take action in open session on the recommendation to non-renew the probationary teacher.
 - E. The probationary teacher must be served with written notice of the Board's action non-renewing the teacher's employment and a copy of the Board action within the timeframe required by the Teachers' Tenure Act. The non-renewal notice will specify that a probationary teacher has the right to appeal the timeliness or legal effect of a notice of non-renewal. The appeal must be filed with the State Tenure Commission within 20 calendar days after the probationary teacher's receipt of the notice of non-renewal. A copy of the Teachers' Tenure Act should also be included with the notice.

Legal authority: MCL 38.81 et seq., 38.91 et seq.

Date adopted:

Date revised:

Series 4000: District Employment

T-4500 Administrators/Supervisors

T-4503-R Performance Evaluation (Effective July 1, 2024)

Performance evaluations of Administrators are an essential element of providing quality educational services and measuring an employee's competency. This Policy does not alter the Board's authority or ability to terminate an Administrator's employment during the term of an individual employment contract or to non-renew an Administrator's contract at the end of the contract's term. This Policy is not intended to change or alter the terms of a collective bargaining agreement between the Board and a labor organization. Collective bargaining agreement terms supersede any inconsistencies with this Policy unless contrary to state or federal law.

A. Building Level and Central Office Instructional Administrators

The Superintendent or designee will ensure that building level and central office Administrators who are regularly involved in instructional matters are evaluated consistent with a performance evaluation system under Revised School Code Sections 1249 and 1249b. This performance evaluation system will include, if appropriate, the following:

1. an annual evaluation process that meets statutory standards and is based on objective criteria;
2. an annual evaluation by the Superintendent or designee, unless the Administrator qualifies for a biennial evaluation. This paragraph does not preclude more frequent Administrator evaluations as determined necessary by the Superintendent or designee;
3. an individualized improvement plan if the Administrator is rated developing or needing support or if performance deficiencies are noted;
4. student growth and assessment data or student learning objectives, as defined by Revised School Code Section 1249;
5. an evaluation and feedback provided in writing with an overall effectiveness rating of effective, developing, or needing support;
6. dismissal of an Administrator rated ineffective or needing support on 3 consecutive evaluations;
7. opportunity for an Administrator rated needing support to request a review consistent with Revised School Code 1249b;
8. a mentor for an Administrator for the first 3 years in which the Administrator is in a new administrative position;

9. a midyear progress report each year that the administrator is evaluated that includes specific performance goals for the remainder of the year and any recommended training identified by the evaluator;
10. for a building level administrator's evaluation, the evaluator will visit the school building where the administrator works, review the building level school administrator's school improvement plan, and observe classrooms with the administrator to collect evidence of school improvement plan strategies being implemented and the impact the school improvement plan has on learning;
11. an evaluation tool approved by the MDE, a modified MDE tool, or a local evaluation tool adopted in compliance with Revised School Code Sections 1249 and 1249b;
12. website posting of required information pertaining to the evaluation tool;
13. appropriate training for evaluators; and
14. other components that the Superintendent or designee deems relevant, important, or in the District's best interest.

B. Non-Instructional Administrators, Supervisors, and Directors

The Superintendent or designee may evaluate Non-Instructional Administrators, Supervisors, and Directors based on the appropriate evaluation instrument as determined by the Board and consistent with any applicable collective bargaining agreement or individual employment contract. An individual improvement plan may be implemented to remediate and enhance employee performance.

Legal authority: MCL 380.11a, 380.601a, 380.1249, 380.1249b

Date adopted:

Date revised:



MASB Board of Directors Ballots

1 message

Cheryl Huffman - MASB <chuffman@masb.org>
Reply-To: Cheryl Huffman - MASB <chuffman@masb.org>

Thu, Jan 25, 2024 at 9:00 AM



Tomorrow, you will be receiving the official 2024 ballot to elect members to the MASB Board of Directors. The ballot is how your school board members exercise their voice and decide who governs their Association. We are asking for your help to get maximum participation in this election.

Due to timing, we ask that you include this vote on the agenda of your February board meeting. We will be reaching out to your school board members to let them know, but we also understand the important role you play in putting that agenda together.

This year, nine seats are up for election (three-year terms unless otherwise noted). Three candidates are unopposed (Regions 2 and 4 and Group V). Region 1 has a vacant seat as no nominations were received. Thus, we will only be distributing ballots for Regions 5, 6, 7 and 8.

You can access the Candidate Booklet [here](#) for details.

Each district will receive **ONE** ballot, which will be emailed to you separately. The ballot will come from **announcement @associationvoting.com** and the subject line will be **Cast Your Vote in the Michigan Association of School Boards 2024 Election**. Please **DO NOT** forward this ballot to anyone else or unsubscribe from these messages. If you oversee more than one district, please contact me.

After casting your vote, you will be asked to confirm your selection. Upon confirmation, you will receive a voting receipt.

Please note:

- The ballot deadline is **1 p.m. on Wednesday, March 6, 2024**.
- No local district/ISD funds can be used to campaign for anyone running for a seat.

If you have any questions, please contact me at chuffman@masb.org or 517.327.5915.

Thank you again for your help with this important Association process.

Regards,
Cheryl

Cheryl Huffman | Board Liaison
Michigan Association of School Boards
[1001 Centennial Way, Suite 400 | Lansing, MI 48917](#)
P: 517.327.5915 | F: 517.327.6447



MASB
MICHIGAN ASSOCIATION
OF SCHOOL BOARDS



BOARD *of*
DIRECTORS
ELECTIONS

2024

MASB Bylaws – Article IV – Membership

Section 2. Active Members. The board of education of any public school district in Michigan may become an active member of the Association. Active members of the Association shall be divided into eight regions. The regions shall be designated according to intermediate school district boundaries. The regions shall be as follows:

Region 1. Copper Country ISD, Delta-Schoolcraft ISD, Dickinson-Iron ISD, Eastern Upper Peninsula ISD, Gogebic-Ontonagon ISD, Marquette-Alger RESA and Menominee County ISD.

Region 2. Alpena-Montmorency-Alcona ESD, Charlevoix- Emmet ISD, Cheboygan-Otsego-Presque Isle ESD, COOR ISD, Iosco RESA, Manistee ISD, Northwest Education Services and Wexford-Missaukee ISD.

Region 3. Ionia County ISD, Kent ISD, Mecosta-Osceola ISD, Montcalm Area ISD, Muskegon Area ISD, Newaygo County RESA, Ottawa Area ISD and West Shore ESD.

Region 4. Bay-Arenac ISD, Clare-Gladwin RESD, Clinton County RESA, Gratiot-Isabella RESD, Midland County ESA, Saginaw ISD and Shiawassee RESD.

Region 5. Genesee ISD, Huron ISD, Lapeer County ISD, Sanilac ISD, St. Clair County RESA and Tuscola ISD.

Region 6. Allegan Area ESA, Barry ISD, Berrien RESA, Branch ISD, Calhoun ISD, Heritage Southwest ISD, Kalamazoo RESA, St. Joseph County ISD and Van Buren ISD.

Region 7. Eaton RESA, Hillsdale County ISD, Ingham ISD, Jackson County ISD, Lenawee ISD, Livingston ESA, Monroe County ISD and Washtenaw ISD.

Region 8. Macomb ISD, Oakland Schools and Wayne RESA.

Active members shall also be divided into the following seven groups based on pupil membership.

Group I All intermediate districts;

Group II School districts with a pupil membership of 0 - 1,400;

Group III School districts with a pupil membership of 1,401 - 2,500;

Group IV School districts with a pupil membership of 2,501 - 5,000;

Group V School districts with a pupil membership of 5,001 - 11,000;

Group VI School districts with a pupil membership of 11,001 - 40,000; and

Group VII School districts with a pupil membership more than 40,000.

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Note: Incumbents are **bolded**

Board of Directors' Elections—Candidate Information and Email Voting Procedures

This year, nine seats on the MASB Board of Directors are up for election.

The MASB Board of Directors is comprised of 24 members, including three at-large directors. Sixteen directors shall be elected from the eight regions, with two elected from each region; and one director per group shall be elected from Groups V, VI and VII. Directors are elected by active member school boards and, each year, several seats are up for election. The MASB President will nominate a member to serve as an at-large director, subject to Board approval.

Board Limitations:

Article VIII, Section 6 of the MASB Bylaws permits only one director to be elected or appointed from any one local or intermediate school district board.

According to MASB Bylaws Article VIII, Section 8, if any nomination for the Board of Directors is unopposed, the Board of Directors shall declare the unopposed candidate elected without conducting an election for the uncontested group or region.

This year, the following seats on the MASB Board are up for election (one seat each, three-year terms unless otherwise noted): Regions 1 (open seat), 2, 3 (one-year term), 4 (one-year term), 5, 6 (open seat), 7, 8 and Group V (one-year term). If you're unsure of your district's region or group, please see the list on page 2.

- **Region 1 has a vacant seat as no nominations were received**
- **Region 2 will continue to be represented by Dawn Kaiser, Iosco RESA, (unopposed, no ballots will be sent)**
- **Region 3 will continue to be represented by Rick Dernberger, Zeeland Public Schools and Ottawa Area Intermediate School District, (unopposed, no ballots will be sent)**
- **Region 4 will continue to be represented by John Tramontana, DeWitt Public Schools, (unopposed, no ballots will be sent)**
- **Group V will continue to be represented by Stephen Hyer, Clarkston Community Schools, (unopposed, no ballots will be sent)**

Voting in Regions 5, 6, 7 and 8 will take place via an online ballot. No local district/ISD funds can be used to campaign for anyone running for a seat. To help your board make an informed decision, the following pages contain background information and statements from each of the candidates.

Each district received ONE ballot, which was emailed to the superintendent secretary on record with MASB on Jan. 26, 2024. These ballots **CANNOT** be forwarded to anyone else. Once your board makes a decision on which candidate it wishes to vote for, please convey this information to your superintendent secretary.

Completed ballots must be cast and confirmed by the superintendent secretary by **1 p.m. on Wednesday, March 6, 2024.**

Unofficial election results will be available on the voicemail recording at 517.327.5915 as soon as possible, but generally after 2 p.m. on the deadline date. They will also be sent out via email that afternoon. Official results will be approved at the March 22, 2024 Board of Directors' meeting, which newly elected directors should plan to attend.

To summarize:

- Ballot deadline is **1 p.m. on Wednesday, March 6, 2024.**
- MASB would like to remind all candidates for the MASB Board of Directors that no school district funds can be used for campaigning during the election. This rule prohibits a candidate from using their school district email account to send messages to other school board members. Therefore, a personal email account must be used for campaigning purposes when running for the MASB Board of Directors. If you have any questions about what may or may not constitute an expenditure of school district funds, please contact MASB's Legal Counsel Brad Banasik, J.D. at bbanasik@masb.org or **517.327.5929.**
- An electronic file containing the physical addresses and email addresses for the voting group or region shall be made available to each candidate running for election to the board of directors. The revokable license to use the addresses shall be limited to contacting school board members to share information about the MASB Board of Directors' election.
- Have questions? Contact Cheryl Huffman at **517.327.5915** or chuffman@masb.org.

Region 5 (Three-Year Term)



Janice Holz INCUMBENT

Huron Intermediate School District, Huron County

**Time served
on this board:**

32 years

Offices held:

President, Vice
President, Secretary
and Treasurer

**Time served on
another board:**

25 years

Bad Axe
Public Schools

Offices held:

President, Vice
President, Secretary
and Treasurer

MASB Certification:

Certified Boardmember Award

Award of Merit

Award of Distinction

Master Boardmember Award

Master Diamond Award

Master Platinum Award

President's Award of Recognition

Advocacy Specialty

Data Specialty

Election Statement:

Public education is the foundation of our society. I have a rich knowledge base and a strong passion to maintain excellence in public education. I draw upon my years of experience as an ISD board member, as a current MASB Director and SET SEG Director to analyze and approach issues from multiple perspectives.

Many people arrive at their school board seat in different ways; the common denominator being a desire to help children and strengthen the institution of public education. We must question, listen and learn from our communities, parents, students, staff and administrators. Through curiosity and learning, we can answer the questions of how to best serve students and communities.

We must continue to learn together to address the issues facing our school districts such as: mental health, the need for more counselors in schools, prevention of suicides and other tragedies, social emotional support, artificial intelligence, student achievement, truancy, diversity, equity and inclusion, administrative and teacher shortages, etc. I will encourage and support board members to take classes and improve the member experience in accessing needed information, products and services.

I will continue to be part of the process to find solutions and continue to develop my leadership skills. I am committed to working hard for a well-governed effective public school for every Michigan student. This includes providing the necessary structure and support for every child to achieve and thrive.

I will support the mission statement of MASB – to provide high quality educational services for all Michigan Boards of Education and to advocate for an equitable and exceptional public education that leads to improved outcomes for all students. It will be my honor to continue to provide dedicated service.

Region 5 (Three-Year Term)



Roshawnda Williams

Beecher Community School District, Genesee County

**Time served
on this board:**

6 years

Offices held:

Treasurer

MASB Certification:

Certified Boardmember Award

Award of Merit

Award of Distinction

Election Statement:

My name is Roshawnda Williams and I am a dedicated Beecher Board of Education Trustee who has served for six years. I am a valued community member who has lived in the Beecher School District for 15 years. I am a seasoned expert who possesses an unwavering passion for student success and achievement. My commitment to the district is evident through my extensive involvement. My goal is to make sure we deliver excellence in education while empowering students to be successful in every area of their lives.

As a board member, I am able to work with administration, teachers, school staff, students, parents and the community to make sure we provide the best ongoing educational opportunities for all students.

My dedication to the Beecher Community School District extends beyond the campus, as I aspire to represent the educational institution in both the local and state arenas. My enthusiasm for enhancing the district image aligns seamlessly with my candidacy for the MASB Board of Directors. My deep-rooted belief in transformative power of education and my commitment to advancing the district's goals make me an ideal candidate to advocate for the interests of MASB.

My motto is "Passion and positivity can make the impossible happen." You can count on me to share my passion and add to the betterment of the MASB Board of Directors. I truly believe that "We are never in the dark if we are willing to ignite the spark."

I am proud to have been nominated as a delegate and if elected, I will work to grow in my knowledge about MASB.

If you would like to further my discussion, please feel free to contact me at 810.936.1615 or

roshawnda.williams63@gmail.com.

Region 6 (Three-Year Term)



Robert Becker

Barry Intermediate School District, Barry County

**Time served
on this board :**

6 years

Offices held:

President and
Vice President

MASB Certification:

Certified Boardmember Award

Award of Merit

Election Statement:

Michigan must provide a safe learning environment where every student receives a stimulating curriculum of opportunities including academics, arts, sciences, trades and extracurricular offerings guided by highly skilled instructors. We must provide each student with a foundation in reading, writing and mathematics to build upon and unleash their creativity to work in positions not yet created, solving problems that do not yet exist.

My experiences as a classroom teacher, central office administrator for operations and as a school superintendent provide me a multifaceted base of understanding to advocate for student needs and innovative solutions to the myriad of challenges faced in education today.

I am concerned about the fracturing relationship between schools and parents; we need to strengthen this partnership and focus on what is best for students. Schools need to be listening to and involving parents, sharing research and jointly developing strong curriculum. Parents are our strongest ally.

I want to serve on the MASB Board of Directors to make a difference for the students of Michigan. I currently serve our community youth by volunteering on the boards of Court Appointed Special Advocates, Barry County Community Mental Health Authority, Barry Intermediate School District and the Family Support Center of Barry County. I also have served on the MASB Government Relations Committee advocating for positive change for Michigan students. Serving on the MASB Board of

Directors would allow me the opportunity to partner with other strong advocates for Michigan education to make a difference for Michigan children.



Region 6 (Three-Year Term)

Pamela Dickinson INCUMBENT

Comstock Public Schools, Kalamazoo County

**Time served
on this board :**

10 years

Offices held:

President, Vice
President, and
Treasurer

MASB Certification:

- Certified Boardmember Award
- Award of Merit
- Award of Distinction
- Master Boardmember Award
- Master Diamond Award
- Advocacy Specialty
- Data Specialty

Election Statement:

Greetings, my name is Pamela Dickinson. I am a member of the Comstock Public Schools Board of Education where I have served as President for the last five years and a board member for nine years.

My professional and personal experiences as a parent, community leader and advocate for public education have prepared me well for the role to represent Region 6.

I would like to continue to serve on the MASB Board of Directors as the Region 6 representative. I currently serve as a Member At-Large on the MASB Board of Directors. I am acutely aware of the many challenges facing our districts as well as the many issues school boards share. I understand the expectation and demands put upon us as servant leaders by our respective communities. I believe that I can make a difference as an advocate at the state level.

As a school board member, I am committed to building equity and creating excellent education opportunities for all students in our state. I bring my passion, experience and commitment to the MASB Board of Directors. I thank you for considering me as a candidate, and I look forward to earning your vote.

Respectfully Submitted,

Pamela Dickinson

Region 6 Representative Candidate



Region 6 (Three-Year Term)

Elizabeth O'Dell

St. Joseph County ISD, St. Joseph County

**Time served
on this board :**

26 years

Offices held:

President, Vice
President, and
Treasurer

MASB Certification:

Certified Boardmember Award
Award of Merit
Award of Distinction
Master Boardmember Award
Master Diamond Award

Election Statement:

I believe the MASB is our collective voice on education at the state level and it provides board members with the opportunity to be informed on educational issues.

I believe it is the Director for the Region's role to ensure that your voice is heard as MASB discusses issues and concerns.

I want to represent you as the Director for Region 6. I have served as an active member of the St. Joseph County ISD for 26 years. I have taken advantage of the opportunities to learn about best practices in how to serve and support the education process in our communities. I have obtained the level 5, Master Diamond award. In my 26 years on the board, I have served in a variety of positions from member of the board to President of the board. My interest and advocacy began when my children entered kindergarten and continues to this day.

I have worked with the parent teacher association, band and athletic booster clubs. I have served on the special education advisory committee. I am an advocate and ally in local, regional and state education. In my county, I have had the pleasure to serve as a delegate to the board membership for MASB membership meetings. I have learned through this process what various boards are concerned about as they present resolutions and amendments to the Board of Directors, which has deepened my understanding of how our collective needs are connected.

I have and will continue to advocate for a strong public education. I along with my children are products of public education. I obtained my bachelor's degree from Ball State University and my graduate degree from Western Michigan University.

Service, advocacy, listening and striving to assist others to make positive change is not new to me. I am a retired CEO of St. Joseph County Community Mental Health and currently use my time as a volunteer for Red Cross Disaster Relief, local substitute teaching and a variety of social action service through my sorority, Delta Sigma Theta Sorority, Incorporated.

I am seeking this position to voice the needs of our small and large communities. I am a champion for public education and with your vote, I can take my commitment to this service to the next level.

Region 6 (Three-Year Term)



Andrew Robinson

Berrien RESA, Berrien County

**Time served
on this board :**

3 years

Offices held:

Treasurer

Election Statement:

I believe education is crucial to strengthening and revitalizing communities, especially communities of color. The rise of technology has amplified the need for education in providing all youth with the skills, knowledge and competency to solve complex human problems. This type of education can propel them to become entrepreneurs; illustrious employees of corporations, healthcare systems, or financial institutions; or leaders of industry who can radically move our nation forward in developing cutting-edge and innovative solutions. Additionally, this level of education can aid our youth in becoming teachers or service leaders who can encourage future youth to braze new frontiers.

MASB plays a significant role in driving this type of education through the expansion of educational programming and services to equip and empower our kids to dream and achieve big. MASB bridges learning gaps by advocating for resources to aid school leaders and districts in creating educational environments that foster growth. This is the reason I would be honored to join the MASB Board of Directors.

Both my education and current work have prepared me to do so. I am on the verge of receiving my Doctor of Education in Organizational Leadership and Development. This milestone has prepared me to assist agencies and institutions in shaping their vision and developing best practices to generate organizational sustainability and drive maximum results, outcomes and metrics. This is evident in my work with Mosaic CCDA and Emerge Innovation Hub. Both nonprofit organizations are devoted to training and providing individuals with the resources to achieve their dreams and think big. Mosaic, a workforce and community development agency in Benton Harbor, and Emerge, an entrepreneurial support organization in Southwest Michigan, create environments of hope, learning and growth for hundreds of future employees and entrepreneurs each year and empower them to become successful contributors to society.

Region 7 (Three-Year Term)



Sharon Lee

Ypsilanti Community Schools, Washtenaw County

Time served on this board:

9 years

Offices held:

President, Vice
President, and
Secretary

MASB Certification:

Certified Boardmember Award
Award of Merit
Award of Distinction
Master Boardmember Award
Master Diamond Award
Advocacy Specialty
Data Specialty

Election Statement:

As a candidate for the MASB Board of Directors, my commitment to education is evident through my nine years of dedicated service on the Ypsilanti Community Schools Board of Education, where I currently hold the position of Vice President. My extensive experience in educational governance has provided me with valuable insights into the challenges and opportunities facing our schools.

I am deeply involved in the Michigan Association of School Boards, participating in various board subcommittees and actively engaging with the community at district events. My volunteer work at Joyful Treats Community Development Corp., led by Ms. Khadija Wallace, underscores my commitment to serving the broader community. By distributing food to the Ypsilanti Community and surrounding areas,

I contribute to the well-being of our residents beyond the realm of education.

Student safety is a top priority for me. I am proud of our collective effort to empower teachers, administrators, and staff through training programs such as A.L.I.C.E., Threat Assessment and Mental Health First Aid. Ensuring a secure environment for our students is crucial, and I am committed to fostering a culture that prioritizes their well-being.

One of the pressing issues we face is youth homelessness. Research has highlighted the alarming rates of homelessness among young adults, a situation that demands our immediate attention. While Ypsilanti Community Schools has commendable programs addressing this concern, I believe that a collaborative, all-encompassing approach is necessary. I am determined to work towards expanding and enhancing initiatives to support homeless youth, ensuring they have the resources and opportunities they need to break free from the cycle of homelessness.

In seeking a position on the MASB Board of Directors, my goal is to leverage my experience, passion, and dedication to effect positive change in education. I believe in the power of collaboration and aim to bring diverse perspectives to the table to address the multifaceted challenges our schools face. I am committed to making informed decisions that benefit all stakeholders, with a focus on student success, safety and well-being. Your vote for me is a vote for a stronger, more inclusive education system that prepares our youth for a brighter future. Together, let's build a foundation for excellence in education and ensure that no student is left behind.

Region 7 (Three-Year Term)



Michael McVey

Saline Area Schools, Washtenaw County

**Time served
on this board :**

7 years

Offices held:

President, Vice
President, and
Secretary

MASB Certification:

Certified Boardmember Award

Award of Merit

Award of Distinction

Master Boardmember Award

Master Diamond Award

Master Platinum Award

President's Award of Recognition

Advocacy Specialty

Election Statement:

It has been my honor to have spent over 40 years serving students, teachers, schools and educational organizations. I have gained a wealth of experience that has served me well during my service as a trustee.

I began my career in the classroom as an ELA and Special Education teacher. I also taught ESL for a year in Japan. After authoring a book for teachers and parents, "Meeting the Internet Challenge," I shifted gears to help train teachers at The University of Arizona. I earned a doctorate in Education and trained to be a school administrator.

That career path was altered when I became a professor of Teacher Education at Eastern Michigan University. In that role, I earned a reputation for my ability to explain policy issues and plan strategically. Most recently, I have been working with faculty and students as we manage both the disruption and the potential of AI in our classrooms.

Seven years ago, I sought a seat on our local school board because I wanted to be part of an engaged board focused on the needs of our students and the community. I was pleased to discover that the solid expertise of MASB was there to assist us as we worked through our district's challenges.

Since I was elected trustee for Saline Area Schools, I have served as that board's Secretary, Vice President and President. I was also the Washtenaw Association of School Boards president.

From my first day as a trustee, I embraced MASB's CBA program and was recently notified that I will receive the President's Award this spring. I am honored by that recognition.

MASB takes principled stances on current educational issues and provides much-needed guidance about legislative initiatives. I recently began serving on the Governmental Relations Committee and have enjoyed our vigorous debates in service of the districts we serve.

MASB has offered clear guidance, excellent legal support and superb trustee development. For those (and other) reasons, I am proud to run for a seat on its Board of Directors and to represent Region 7. Service on the Board of Directors would provide me an excellent opportunity to help MASB stay the course and continue providing such excellent support to newly elected and long-serving trustees.

Region 7 (Three-Year Term)



Jack Temsey

Eaton RESA, Eaton County

**Time served
on this board :**

7 years

Offices held:

President, Vice
President, Secretary
and Treasurer

**Time served on
another board :**

8 years

Pottersville
Public Schools

Offices held:

Secretary and
Treasurer

MASB Certification:

Certified Boardmember Award

Award of Merit

Award of Distinction

Master Boardmember Award

Master Diamond Award

Master Platinum Award

Advocacy Specialty

Data Specialty

Election Statement:

As a Board of Education Trustee, I feel we are the voice for our children. We need to utilize this voice to ensure we can offer our children the education they deserve, regardless of the struggles we face behind the scenes. We need to direct this voice to those that create legislation we feel will adversely affect public education and remember to offer praise to those that show us favor and offer to help. I believe the voice of our boards and communities can make a difference.

I have strived to become the best board member I can be. The way I have tried to accomplish this is to become certified through the MASB's CBA program. I have gained a wealth of knowledge by attending classes, conferences and other various events as well as networking with board members from around the state.

Public education is as diverse as our country. There are no single fix-all solutions that work for every school district. I feel bringing the voice of small communities and small districts to the forefront is important. I would like to continue advocating to provide adequate and equitable funding for ALL districts. Adequate funding is sufficient funding to provide basic schooling. Equitable funding is based on fairness.

I have served the Pottersville Public Schools Board of Education for eight years. During this time, I served on the Policy, Community Relations and Technology Committees, as well as Secretary and Treasurer of the board. I have been an Eaton RESA Trustee for seven years, serving on the Building and Grounds and Finance and Audit Committees as well as Secretary, Vice President and Treasurer. I am currently serving again as President.

Additionally, I have served MASB as a member of the Curriculum and Instruction Committee, Government Relations Committee plus served as its Vice Chairman. I just concluded my term on the Resolutions and Bylaws committee as its Vice Chairman and am currently serving again on the Government Relations Committee.

I would be honored to serve on the MASB Board of Directors, to represent you, our Region, and our students plus bring your voices to the table to further benefit the future for public education.



Region 7 (Three-Year Term)

Mary Vincent

Monroe Public Schools, Monroe County

**Time served
on this board:**

2 years

Offices held:

Secretary

MASB Certification:

Certified Boardmember Award

Award of Merit

Advocacy Specialty

Data Specialty

Election Statement:

BACKGROUND:

I earned my bachelor’s degree in K-12 music education and my master’s degree in K-12 administration and educational leadership. I was a public-school music teacher in southeast Michigan for 16 years – I have taught all grade levels, Y5 - 12, and a variety of content areas including general music, band, entrepreneurship and technology. My years of service have given me insights into the changing needs of our students, the new realities in our classrooms, and the important roles teachers, support staff and administrators play in the lives of our students and our community.

I serve on the Monroe Public Schools Board of Education and I am entering my second year as board secretary. I enjoy learning and I take every opportunity to educate myself about effective governance and how to be an effective board member. Since May 2023, I have earned an Award of Merit, Data Specialty, Advocacy Specialty and I am a member of the MASB Resolutions and Bylaws Committee.

PERSPECTIVES ON EDUCATION:

I believe our institutions are compelled to provide educational experiences and environments where all students and families are valued and supported. It is my belief that curricula and learning opportunities must provide high-quality content that reflects the people, the histories and the experiences of the communities we serve. I believe children are more than test scores and that school districts, along with community partners, need to prioritize individual student growth and well-being above summarized standardized test data.

WHY I WISH TO SERVE ON THE BOARD OF DIRECTORS:

One of my main goals as a board member is to advocate for our students and families by amplifying the voices of our school community members. I view the opportunity to serve on the MASB Board of Directors to continue this work on a larger scale. Region 7 embodies complex diversity, and my goal is to express the distinct needs represented in our districts at the MASB board table.

There is significant potential to increase MASB organizational engagement in southeastern Michigan. Increased association engagement will have a ripple effect. Increased MASB participation leads to increased board member development which leads to more effective governance which leads to positive trends in district outcomes. I believe serving on the Board of Directors will provide the needed stimulus to initiate conversations surrounding MASB opportunities while strengthening the network connecting our area school boards.

Region 7 (Three-Year Term)



Dale Wingerd INCUMBENT

Clinton Community Schools, Lenawee County

**Time served
on this board:**

17 years

Offices held:

President and
Secretary

**Time served on
another board:**

2 years
Lenawee ISD

MASB Certification:

Certified Boardmember Award

Award of Merit

Award of Distinction

Master Boardmember Award

Master Diamond Award

Master Platinum Award

President's Award of Recognition

Election Statement:

I would like to continue serving on the MASB Board of Directors for Region 7. Education is important to me. Serving as a director, I have continued to expand my knowledge as well as serving the learners of the great state of Michigan. I feel you never have enough knowledge; continued learning is important.

I have served on several committees through my two terms with MASB. If I am reelected, I will continue to provide guidance to the learners of this great state of Michigan.

Region 8 (Three-Year Term)



Melandie Hines

Wayne Westland Community Schools, Wayne County

**Time served
on this board:**

10 years

Offices held:

Vice President
and Secretary

MASB Certification:

Certified Boardmember Award

Award of Merit

Award of Distinction

Master Boardmember Award

Election Statement:

I have served on the Wayne Westland Board of Education for 10 years. In 2018, I was able to get a \$150 million bond passed successfully in six communities: Wayne, Westland, Dearborn Heights, Romulus and Inkster. I am a Master Boardmember with MASB. Additionally, I just got a \$24.5 million bond passed for the Westwood Community Schools. I'm working on a skill trades program with the Taylor Career Technical Center. I enjoy helping to bring funds to the local school districts. I am a true public servant.



Region 8 (Three-Year Term)

Birgit McQuiston

INCUMBENT

Lake Orion Community Schools, Oakland County

**Time served
on this board :**

12 years

Offices held:

President, Vice
President, and
Secretary

MASB Certification:

Certified Boardmember Award

Award of Merit

Award of Distinction

Master Boardmember Award

Master Diamond Award

Master Platinum Award

President's Award of Recognition

Advocacy Specialty

Data Specialty

Election Statement:

I believe our children are our future, and advocating for their education while leading our districts is our high calling. Serving on the Lake Orion Board of Education, the Oakland County School Boards Association Board of Directors and the MASB Board of Directors is a distinct privilege that I value and am deeply committed to.

In my three years on the MASB Board of Directors, I have served on the Executive, Finance and Policy Committees. I currently serve as the Chair of the Government Relations Committee and have been appointed by the State Board of Education as the MASB representative to a three-year term on the Special Education Advisory Committee, which advises the State Board and the Michigan Department of Education on the needs of students with special challenges. I have learned so much by serving my community, county and state and hope to continue serving in these areas.

It is my desire to be a part of the ongoing work of developing outstanding board leaders and to advocate for equitable and exceptional public education for ALL students. I fully support and embrace the vision and mission of MASB. It would be an honor to continue serving Region 8 on the MASB Board of Directors.

Region 8 (Three-Year Term)

Evelyn Pridemore

Redford Union School District, Wayne County

Time served
on this board :

11 years

Offices held:

President, Vice
President,
Secretary and
Treasurer

Election Statement:

I have served my local district for almost 12 years and have discovered a passion for the work of creating equitable education opportunities for every student in the state of Michigan. I have been through deficit, declining enrollment and the unprecedented changes COVID brought to education. I have held every position from trustee to my current role as President. In addition, I was recently appointed to the leadership team for WCASB. I have helped guide my district through two superintendent searches, a multi-million-dollar bond initiative, served on policy, finance, curriculum and facilities committees.

On a personal note, I have a wonderful husband of 36 years, three amazing sons, two beautiful daughters-in-law and the joy of my life three awesome grandbabies. I say all of that to say this: every single child from my special needs grandson to my little baby granddaughter should have people fighting for their right to quality education. In addition to the children, the people who choose every day to enter a school building and pour into the lives this state's most valuable asset deserve to work in environments that are well funded, top in the country and where their daily sacrifices are valued.



The mission of the Michigan Association of School Boards is to provide high-quality educational leadership services for all Michigan boards of education, and to advocate for an equitable and exceptional public education for all students.

INFO@MASB.ORG | MASB.ORG | 517.327.5900

1001 Centennial Way, Suite 400 • Lansing, Michigan 48917-8249

Facilities Committee Minutes

Date: Monday, January 22nd, 2024
Project: Dexter Community Schools 2017 Bond Program
Location: Bates School
Time: 5:30pm

Attendees:

Board Committee Members: Mara Greatorex, Daniel Alabre
Staff Committee Members: Christie Bueche, Craig McCalla, Dr. Chris Timmis
Community Committee Members: Jerry Brand
Others Present: Greg Brand, Dave Larson

A. Call to Order: 5:31pm

B. Approve Agenda:

- a. Motion - Moved by Daniel Alabre. Second by Mara Greatorex; Motion passed

C. Approve Minutes:

- a. Motion - Moved by Daniel Alabre. Second by Mara Greatorex; Motion passed

D. Public Participation: NA

E. Action/Discussion:

- a. Review bids for the remainder of the Dexter Community Schools 2017 Bond Program
 - i. Greg Brand presented information on the 8 bid packages and bid categories
 - ii. Craig McCalla and Greg Brand presented on budget and possible alternates
- b. Propose action item(s) for remaining 2017 bond projects
 - i. Move to recommend to the board of education to accept the Granger recommendation dated January 22nd, 2024, with the revision to \$40,000 in remaining funds.
- c. Provide action item to Board of Education for Monday, January 22nd
 - i. Information was shared with Board of Education for Monday, January 22nd, 7:00 pm meeting

F. Public Participation: NA

G. Adjournment: 6:35pm

Dexter Community Schools Multigenerational Committee

MINUTES

January 18, 2024 - 1:31pm

Call to order:

Present: Chris Timmis (Superintendent), Sharon Raschke (Senior Project Manager/CFO - DCS), Dick Lundy (DCS Board Treasurer), Ann Davis (Dexter Senior Center), Craig McCalla (Principal for Operations), Jerry Brand (Senior Center Facilities Committee), Jim Carson (Dexter Senior Center)

1. Approval of Agenda - Ann Davis - moved to approve, Dick Lundy - second - unanimous
2. Approval of Minutes (12/15/2023) - Ann Davis - moved to approve, Dick Lundy - second - unanimous
3. Any new information/updates to share:
 - a. Discussion of new information:
 - i. Forum Updates and Feedback - discussed participation and feedback. Overall feedback was positive. Concerns were on financial viability and maintaining access for community members.
 - ii. Tentative Timeline Discussion
 1. Talked about current condo association discussions
 2. Expenses can begin to be incurred on Feb 1st
 3. Timeline for a purchase will move through February and March including the senior center board approval process and school board approval process
 4. Discussed operator options and continued discussions
 5. Discussed temporary transition of DSC from Encore to Wellness Center and/or Bates
 - iii. Continued Process for Community Input and Timeline
4. Next steps:
 - a. Discussion -TBD
 - b. Next meeting - ~~Thursday, February 1st at 1:30~~ or Wednesday, January 31st at 1:30pm - Check with Chris
5. Public Comment - NA
6. Adjournment - 2:52 pm

Dexter Community Schools Multigenerational Committee

MINUTES

January 31, 2024 - 1:30pm Bates

Call to order: 1:37 pm

Present: Chris Timmis (Superintendent), Sharon Raschke (Senior Project Manager/CFO - DCS), Dick Lundy (DCS Board Treasurer - Virtual), Ann Davis (Dexter Senior Center - Virtual), Craig McCalla (Principal for Operations), Jerry Brand (Senior Center Facilities Committee - Virtual), Jennifer Starrs (citizen), Ron Miller (Dexter Senior Center), Mike Bavineau (DCS Athletic Director), Jennifer Kangas (DCS Board - Virtual)

1. Approval of Agenda - Ann Davis - moved to approve, Dick Lundy - second - unanimous
2. Approval of Minutes (1/18/2024) - Ann Davis - moved to approve, Dick Lundy - second - unanimous
3. Any new information/updates to share:
 - a. Discussion of new information:
 - i. Updates from legal
 1. Legal team is reviewing documents and next steps
 - ii. Updates on Dexter Senior Center -
 1. Dexter Senior Center Board met at a special meeting held on 1/25. They discussed the options and took action to move forward with the construction of the new Dexter Senior Center on the outlot (Option A). They further requested that the Dexter Senior Center Facilities Committee move forward with a design.
 2. The Dexter Senior Center Facilities Committee met on 1/26 to continue its work on a design. A final first draft design and specifications were recommended by the Dexter Senior Center Facilities Committee to take to the builder.
 3. Raschke and Brand met with Brouwer on 1/29 to turn over the project for architectural design.
 4. The first draft from the architect will be provided to the Dexter Senior Center Facilities Committee next week for review and comments. The builder plans to submit to the City of Dexter Planning Commission by the first of March.
 - iii. Timeline Discussion
 1. Timeline is beginning to take shape
 - iv. Continued Process for Community Input and Timeline
4. Next steps:
 - a. Discussion -TBD
 - b. Next meeting - February 23rd @10:00am
5. Public Comment - NA
6. Adjournment - 2:41 pm

Dexter Community Schools
SEX EDUCATION ADVISORY BOARD



Sex Education Advisory Board Meeting Minutes
Dexter High School - Conference Room
1/10/24

**Present: Ryan Bruder, Cole Doty, Dr. Randy Desrochers,
Dr. Jessica Fealy, Kim Kirkey, Kiara Kapusansky, Penni Jones, Kaela Laurin, Crystal
Zurek, Anne Scruggs, Ann Pregont, Laura Preston, Kari Reschke, Rev Tim Broyles, Katie
Barry**

Absent: Dan Trevisan, Mutheu Esilaba, Dr. Laura Babe, Amy Reiser
Guests Present: Bill Bernard

- 1) Meeting Minutes from 12/20/23
 - a) **Motioned by Laura Preston**
 - b) **Seconded by Katie Barry**
- 2) Approval of Agenda
 - a) **Motioned by Rev Tim Broyles**
 - b) **Seconded by Dr. Jessica Fealy**
- 3) Public Participation - none
- 4) Action Items
 - a) SWOT Snapshot (12/20/23 meeting)
 - b) Goal Setting Protocol
 - c) Creating Goals - **See Below**
 - d) Logical Order Discussion
 - e) Prioritizing Work Protocol - **See Below**
- 5) Future Business
 - a) Schedule Danielle Dros to attend a meeting



Goals Created in Triads:

- Our goal is to have curriculum alignment through curriculum review which creates consistency across grades and leaves no gaps in education by this Fall and to add a Health 2 class for the 25/26 school year.
- To review the current curriculum (scope and sequence) and identify when/how to introduce updated content on more updated/relevant topics like social media, online grooming, technology use, and consent consistently by the end of the 23/24 school year.
- We will move to prioritize the high school required Health class to 9th grade year, or offer new Sex Ed content for 9th graders as a supplement by academic year 24/25.
- Create a student/stakeholder survey to assist with curriculum updates and to administer and analyze the data by June 2024.

Goals Chosen/Created as a Group for Action:

- *Our goal is to create and administer stakeholder and student surveys by April 3rd, 2024, and analyze the data by May 22nd, 2024.*
 - Action steps:
 - Expedited MiPhy if possible - Administration
 - SEAB members will draft 3 questions for student and parent surveys
 - Draft stakeholder and student surveys - SEAB Committee
 - Find out survey requirements - Ryan Bruder
- *Our goal is to have curriculum alignment and consistency across grades with the addition of updated content by January 2025.*
 - Action steps:
 - Review the scope & sequence of the current curriculum by May 2024
 - Choose a rubric for curricula review
 - Incorporate data from stakeholder and student surveys
 - Review available potential curricula
 - Settle on a curriculum to bring to the Board of Education for adoption

DEXTER COMMUNITY SCHOOLS

2024 SCHOOLS OF CHOICE INFORMATION



WHAT IS IT?

An opportunity for students who don't live within DCS boundaries to attend our schools.



WHO IS ELIGIBLE?

Residents of Washtenaw County and counties that abut Washtenaw County*

HOW DO WE APPLY?

Online only, during application windows:
February 15th-28th, 2024
July 15th-26th, 2024



ANY QUESTIONS?



New to the area?
Moving out of Dexter?
Interested in I.B.?
Plans up in the air?
Apply for S.O.C.!

For details & how to apply: www.dexterschools.org/district/choice

*Students currently attending DCS as SOC students do not need to reapply.

DEXTER COMMUNITY SCHOOLS



FALL 2024

KINDERGARTEN & YOUNG 5 REGISTRATION INFORMATION

Feb. 27th 6pm – Parent/Guardian Virtual Info Night

Registration is required: scan QR code for link



March 5th 5:30pm-7pm – Drop-in KGY5 Open House

Dexter Early Elementary Complex – 7480 Dan Hoey Rd.

Tour our school and meet our staff with your incoming student!

SCHOOLS OF CHOICE APPLICATIONS ARE OPEN Feb. 15-28

ONLINE REGISTRATION OPENS MARCH 11TH



734-424-4130



<https://www.dexterschools.org/district/enrollment/kg55>

