

BOARD OF EDUCATION MEETING PACKET

June 9, 2025

7:00pm

Bates Boardroom



Our Vision:

Champion Learning –

Develop, Educate, and Inspire!



BOARD OF EDUCATION MEETING
MONDAY, JUNE 9, 2025 – 7:00 P.M.
BATES BOARDROOM
2704 BAKER RD. DEXTER MI 48130
734-424-4100

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 – Roll Call
- B. MEETING MINUTES (5/19/2025)
- C. APPROVAL OF AGENDA
- D. SCHOOL PRESENTATIONS
 - 1. Retirement Recognition
 - 2. Peer-to-Peer Class Projects
- E. [PUBLIC PARTICIPATION](#) (up to ~30 minutes; max 5 per person)
- F. ADMINISTRATIVE & BOARD UPDATES
 - 1. Superintendent
 - a. New Student Representative
 - 2. Board President
 - 3. Student Representatives
- G. CONSENT ITEMS
 - 1. Personnel - Retirement
 - 2. Personnel - New Hires
 - 3. Personnel - New A.P. Hire
- H. ACTION ITEMS
 - 1. Creekside ELA Curriculum
 - 2. Policies - Second Reading
 - 3. Policy 4101 - Final Reading
 - 4. Board 2025-2026 Calendar
 - 5. MASB Training Funds
- I. DISCUSSION ITEMS
 - 1. Superintendent Search
 - 2. WISD CTE Millage Resolution
- J. [PUBLIC PARTICIPATION](#) (up to ~15 minutes; max 3 per person)
- K. BOARD COMMENTS
- L. INFORMATION ITEMS
 - 1. SEAB Minutes 5/7/2025
- M. CLOSED SESSION – none
- N. ADJOURNMENT

[CALENDAR](#)

*June 11, 2025 - Last Day of School - half day

*June 23, 2025 - Board Meeting - 7:00 pm Bates Boardroom – Budget Hearing

Public Participation Policy 2504: *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
JUNE 9, 2025**

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 minutes from May 19, 2025 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. Retirement Recognition

This evening's packet includes a list of employees who have reached milestones for years of service, a list of retiring staff, and notes from retirees who chose to submit them.

2. Peer-to-Peer Class Projects

DHS Teacher Kalli Nowitzke's students will share Peer-to-Peer class projects.

E. PUBLIC PARTICIPATION (full guidelines at link)

Each speaker is allotted a maximum of 5 minutes for a total of approximately 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. Dr. Timmis will announce the new student representative.

2. Board President

3. Student Representatives

G. CONSENT ITEMS

Consent items are typically approved in bulk.

* An appropriate motion might be, "I move that the Board of Education approve the consent items in bulk."

1. Personnel - New Hires

Your packet includes recommendations for hire and resumes for open teaching positions.

**BOARD OF EDUCATION MEETING NOTES
JUNE 9, 2025**

* *An appropriate motion might be, "I move that the Board of Education offer Donille Cabanaw, Danielle Davis, Clara Engel, Ethan Lancaster, and Rachel Nold probationary teaching contracts for the 2025-2026 school year."*

2. Personnel - New Assistant Principal Hire

Your packet includes a resume and recommendation for hire for the open Assistant Principal position at the Dexter Early Elementary Complex.

* *An appropriate motion might be, "I move that the Board of Education offer Allison Bradley a probationary administrator contract for the 2025-2026 school year."*

H. ACTION ITEMS

1. Creekside ELA Curriculum–Arts and Letters

Your packet includes an executive summary regarding the adoption of a new ELA curriculum at Creekside Intermediate. Executive Director of Instruction Ryan Bruder and representatives of the Creekside ELA committee will present the curriculum and answer questions.

* An appropriate motion might be, "I move that the Board of Education approve the adoption of the Arts and Letters curriculum as the core ELA curricular resource for the 2025–2026 school year at Creekside Intermediate for a total cost not to exceed \$69,500."

2. Policies - Second Reading

Your packet includes 35 policies that were reviewed by the policy committee on April 25th and approved for first reading by the board on May 19, 2025. They are presented for second reading and final approval this evening.

* An appropriate motion might be, "I move that the Board of Education approve the policies listed in the attachment dated 6/9/2025 for second reading and final approval."

3. Policy 4101 - Final Reading

Policy 4101 was listed in the batch of policies reviewed and approved for first reading at the 5/19/2025 meeting, but it was inadvertently left out of the packet. It is the Board's typical practice to present policies twice before final approval, but policy 1301– *Creation Amendment and Posting of Policies* allows the Board to adopt or amend any Policy after a single reading at a regular or special Board meeting, unless the law requires more than 1 reading due to the Policy's subject matter. Because the edits to this policy were not substantive, policy chair Melanie Szawara has recommended that it forego two readings and receive final approval this evening.

* An appropriate motion might be, "I move that the Board of Education approve policy 4101 for first reading and final approval."

**BOARD OF EDUCATION MEETING NOTES
JUNE 9, 2025**

4. Board 2025-2026 Calendar
The Board must adopt a meeting calendar by June 30th. A draft calendar was discussed at the May 19, 2025 meeting and this evening’s packet includes an updated version based on trustee feedback.

* An appropriate motion might be, “I move that the Board of Education approve the attached 2025-2026 meeting calendar.”

5. Approve MASB Training Funds
Twice each year, the Board pre-approves funding (registration and travel expenses) for each trustee to attend up to six MASB classes in the next six months. This allows trustees to register in a timely manner. Trustees may request approval to take additional classes, if desired.

* An appropriate motion might be, “I move that the Board of Education approve funding including registration and travel costs for each board trustee to take up to six MASB classes between July 1, 2025 and December 31, 2025.”

I. DISCUSSION ITEMS

1. Superintendent Search
President Elise Bruderly will update the board on the status of the superintendent search for board discussion.

2. WISD CTE Millage Resolution
On March 17, 2025, WISD CTE Director Ryan Rowe [presented information](#) regarding the current status of CTE programming in Washtenaw County. The materials he shared are included in your packet. The WISD is planning to put a CTE Millage proposal on the Nov. 4, 2026 ballot. This evening’s packet includes a draft resolution in support of that proposal. This item is presented for discussion only this evening.

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. SEAB Minutes 5/7/2025

M. CLOSED SESSION – none planned

N. ADJOURNMENT

**DEXTER COMMUNITY SCHOOLS
BOARD OF EDUCATION MEETING MINUTES
MAY 19, 2025**

A. CALL TO ORDER – 7:00pm

Roll Call

Members Present: Daniel Alabré, Elise Bruderly, Michael Cipolla, Jennifer Kangas, Amy Reiser, Melanie Szawara, Student Representatives Claire Beneteau and Marty Watson

Members Absent: Brian Arnold

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

Guests: Danna Webber, Alexis Lamb, Jennifer Evans, Spencer Walz, Emma Walz, Marie Knoerl, Lauren Gaboury, Holly Baker, Ben Douma, Viva Rosenfeld, Dave Rosenfeld, Christa Quinn, Penni Jones, F. (student), H. (student), M. (student), J. (student), K. (student), Z. (student), Mary Larkin, Allison Anastasio Zeglis, Seth Rowes, Rebecca Farber, Cassian Barry

B. MEETING MINUTES

Melanie Szawara made a motion to approve the minutes from 5/7/2025 as presented. Daniel Alabré seconded the motion. **Motion Carried (unanimous).**

C. APPROVAL OF AGENDA

Melanie Szawara made a motion to approve the agenda as presented. Daniel Alabré seconded the motion. **Motion Carried (unanimous).**

D. SCHOOL PRESENTATIONS – none

E. PUBLIC PARTICIPATION

1. Bernard Jones of Huron Valley DSA spoke about policy 5106 and presented a petition requesting reinstatement of the policy.
2. Student J. talked about policy 5106.
3. Student R. talked about policy 5106.
4. Seth Rowes spoke about policy 5106.
5. Marie Knoerl spoke about policy 5106.
6. Jennifer Evans spoke about policy 5106.

F. ADMINISTRATIVE & BOARD UPDATES

1. Superintendent Update

Dr. Timmis shared:

- Wylie students presented place-based learning projects at the Michigan SEMIS Coalition Community Forum at EMU; Principal Katie See was honored with the SEMIS Coalition Legacy Award;
- May 22 is the last day for seniors; Honors night is the 28th.

2. Board President Update

Elise Bruderly shared that she [and Dr. Timmis] attended the WASB Legislative breakfast earlier that day. Conversation focused on state and federal budgets. She encouraged all board members to attend and connect with legislators.

**DEXTER COMMUNITY SCHOOLS
BOARD OF EDUCATION MEETING MINUTES
MAY 19, 2025**

3. Student Representative Update

Claire Beneteau noted girls tennis made it to State competition which will happen May 30th & 31st; girls lacrosse is participating in regional competition this week. AP & IB Testing is mostly done so DHS is settling down somewhat.

Graduating rep Marty Watson reminded everyone that the seniors are almost done. He reflected on his 12 years in Dexter, saying he values his time here and is proud to have participated in the Board of Education. He noted that boys lacrosse is doing well. Watson also shared that he participated in Senior Survivor at DHS and while his team took 3rd place overall, they won the assembly. He also shared that IB film students worked with Wylie students to plan and produce stop-motion films, and AP Stats students participated in a Math Day of Fun at the DEEC.

G. CONSENT ITEMS

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

The Board of Education acknowledged Jane Montero's retirement.
The Board of Education received the April 2025 budget report.

H. ACTION ITEMS

1. Acceptance of the Retirement Notice of Dr. Christopher Timmis
Melanie Szawara made a motion that the Board of Education accept Dr. Christopher Timmis's notice of retirement. Jennifer Kangas seconded the motion. **Roll Call Vote. Motion Carried (unanimous).**
2. Policies - Second Reading
Melanie Szawara made a motion that the Board of Education approve policies 4113, 4105A, 4105B, 5714, 5715, 3115, 3115A-F, 3115H, and 3118 for second reading and final approval. Amy Reiser seconded the motion. **Roll Call Vote. Motion Carried (unanimous).**
3. Policies - First Reading
Melanie Szawara made a motion that the Board of Education approve the policies listed in the policy list attachment dated 5/19/2025 for first reading. Daniel Alabr  seconded the motion. **Roll Call Vote. Motion Carried (unanimous).**
4. IB Sports Resource Proposal
Melanie Szawara made a motion that the Board of Education authorize the purchase of updated course materials for IB Sports for a total amount not to exceed \$300. Daniel Alabr  seconded the motion. **Roll Call Vote. Motion Carried (unanimous).**

**DEXTER COMMUNITY SCHOOLS
BOARD OF EDUCATION MEETING MINUTES
MAY 19, 2025**

5. WISD Budget
Jennifer Kangas made a motion that the Board of Education adopt the attached approval resolution regarding the proposed WISD 2025-2026 budget. Melanie Szawara seconded the motion. **Roll Call Vote. Motion Carried (unanimous).**

6. WISD Biennial Election
Melanie Szawara made a motion that the Board of Education adopt the attached resolution naming Michael Cipolla as WISD election voting delegate and Melanie Szawara as alternate, and direct the delegate or alternate to vote for Diane Hockett and Mary Jane Tramontin for the six-year terms and Dorcas Macilli for the two-year term. Amy Reiser seconded the motion. **Roll Call Vote. Motion Carried (unanimous).**

7. DEA Tentative Agreement
Melanie Szawara made a motion that the Board of Education ratify the attached DEA Tentative Agreement. Daniel Alabr  seconded the motion. **Roll Call Vote. Motion Carried (unanimous).**

8. School Calendar
Melanie Szawara made a motion that the Board of Education approve the attached 2025-2026 school calendar. Amy Reiser seconded the motion. **Roll Call Vote. Motion Carried (unanimous).**

9. Budget Parameters
Amy Reiser made a motion that the Board of Education authorize the administration to prepare the 2025-2026 budget setting the foundation allowance at \$10,008, based on the Senate's proposed budget, enrollment projections using the same number included in the bond proposal as prepared by the Michigan Alliance for Student Opportunity, and the Section 147g allocations as proposed by the Senate. Jennifer Kangas seconded the motion. **Roll Call Vote. Motion Carried (unanimous).**

10. Band Raincoats Purchase
Melanie Szawara made a motion that the Board of Education approve an amount not to exceed \$30,910.00 for the purchase of 250 new Performer Coats for the DHS band from Francis Enterprises, LLC, from Haslett, Michigan, with funds to be allocated from the Committed Fund Balance for Performing Art Equipment. Daniel Alabr  seconded the motion. **Roll Call Vote. Motion Carried (unanimous).**

**DEXTER COMMUNITY SCHOOLS
BOARD OF EDUCATION MEETING MINUTES
MAY 19, 2025**

I. DISCUSSION ITEMS

1. Superintendent Search

Dr. Timmis left the room during this discussion item.

President Elise Bruderly shared a service agreement for Michigan Leadership Institute (MLI). The agreement includes the following services:

- Advise the board on parameters of the overall search process;
- Establish a timeline of duties and responsibilities for the search process;
- Conduct an online survey, produced and analyzed by MLI, to assist in articulating the candidate profile for inclusion in the position announcement;
- Facilitate meetings of the Board, faculty, staff, community members and other stakeholders as desired to further support development of the candidate profile and engage in dialogue on the search process;
- Develop and post a standard position announcement, tailored to an internal search;
- Receive applications, communicate with candidates, conduct paper screens, check references, and analyze all applications relative to the profile developed by the Board of Education;
- Present all applicants to the Board; facilitate the Board process of selecting candidates to interview;
- Prepare the Board on the interview process and protocols;
- Attend all candidate interviews; solicit and collect stakeholder feedback;
- Facilitate Board deliberation on choosing finalists and selecting its new leader;
- Communicate with unsuccessful candidates;
- Mediate employment agreement and/or provide contract/salary information to the District as requested by the Board;
- Facilitate orientation workshop with the new leader and the Board to develop mutual expectations and understandings, upon request within the first six months of the new superintendent's tenure;
- Be on call to provide professional support and mentoring to the new leader as requested during his or her first year on the job.

for a total fee of \$5,400.00, in addition to direct expenses not to exceed \$1,000.00.

This item was moved to action to get the process started as quickly as possible. Melanie Szawara made a motion that the Board of Education approve the attached service agreement with MLI. Jennifer Kangas seconded the motion. **Roll Call Vote. Motion Carried (unanimous).**

**DEXTER COMMUNITY SCHOOLS
BOARD OF EDUCATION MEETING MINUTES
MAY 19, 2025**

Trustees also shared and discussed their individual top ten qualities (from a list of approximately 40) they would prioritize in superintendent candidates. The same list of qualities will be used in stakeholder surveys.

2. Board 2025 Calendar

Trustees discussed available dates for 2025-2026 meetings with the business meeting of the year planned for July 14, 2025. This item will return for action on June 9.

J. PUBLIC PARTICIPATION

1. Student A. talked about policy 5106.
2. Rebecca Farber talked about policy 5106.
3. Dave Rosenfeld talked about policy 5106.
4. Student M. talked about policy 5106.
5. Cassian Barry talked about policy 5106.

K. BOARD COMMENTS

1. Daniel Alabr  shared that he’s had a lot of positive comments regarding Dr. Timmis’ tenure/legacy and congratulations on the bond passing, along with a few negative ones.
2. Jennifer Kangas said she appreciated the people who came to speak; she thinks it’s important for people to participate in policy development and local politics.

L. INFORMATION ITEMS

1. Finance Minutes 5/12/2025
2. MDE Bond Congratulations

M. CLOSED SESSION – none

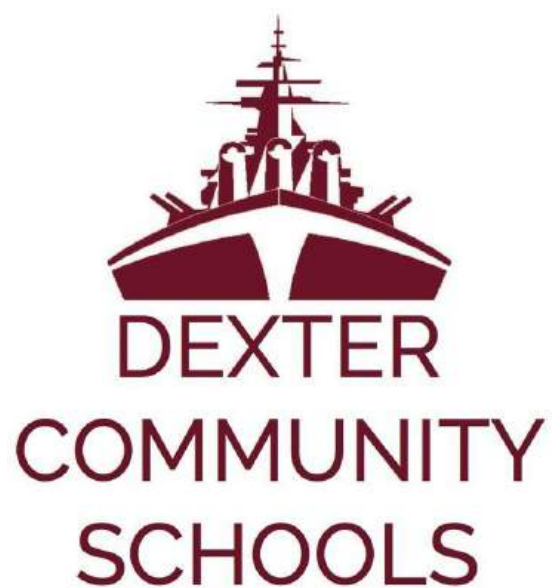
N. ADJOURNMENT

At approximately 9:01pm, President Elise Bruderly adjourned the meeting.

MINUTES/hlv

Daniel Alabr 
Secretary, Board of Education

Retirement & Recognition



June 9, 2025



Recognition for Years of Service

Congrats!

5 Years

- Bell, Britnie
- Bell, Matt
- Benson, Kylie
- Bowen, Annette
- Carlson, Larena
- Inch, Matt
- Markko, Cassandra
- Mattson, Alexandria
- Reinert, Drake
- Sellers, Stephenie
- Straub, Kasey
- Willett, Dale
- Yon, David

10 Years

- Ayers, Laura
- Caves, Matthew
- Karapas, Amara
- Kemble, Susan
- Maze-Frick, Roxanne
- McConnville, Dana
- Mendez, Kimberly
- Metzner, Jennifer
- Milkey, Patricia
- Munir, Rick
- Redman, Sarah
- Roesner, Patricia
- Steinbrecher, Patricia
- Weiss, Anouk
- Wilson, Rachel

15 Years

- Aker, Todd
- Damman, Andrew
- Davidson, Trevor
- Early Krista
- Heuser, John
- Jastren, Jill
- Jones, Annette
- Karsch, Susan
- Leonard, Nicole
- Schmidt, Lori
- Shields, Stacy
- Stolkey, Patrick
- Williams, Angela

20 Years

- Allie, Vicki
- Cox, Trina
- Green, Heather
- Leach, Mary
- McCalla, Craig
- Nowak, Anmarie
- Sakowski, Deb
- Sellman, Andrea
- Sloan, Sandy

25 Years

- Deloria, Matt
- Elmy, Jason
- Ferradas-Magda, Melania
- Hendricks, Megan
- Johnson, Roger
- Juback, Vicki
- Lumpiesz, Paige
- McDonnough, Krista
- Newsome, Christie
- Selecman, Macy
- Stinebaugh, Carmen

30 Years

- Wandyg, Dara

40 Years

- Romeo, Diane

This list will be presented to the Board of Education at their
Board Meeting on Monday, June 9th 2025.

Recognition for Retirement

Today, we honor the diligent efforts and commitment of our retirees. As they transition into retirement, it is evident that each individual has contributed a legacy of success, support, and commitment to the Dexter Community Schools' students and staff.

We trust that you can reflect on your time with us as a period of accomplishment and a job excellently executed. Wishing you similar fulfillment in the exciting adventures that await you in the future. Be well!

This year's retirees include:

Certified Staff

Burgess, Lisa
Comella, Janine (Oct.)
Dutcher, Denise
Elmy, Jason
Erickson, Evelyn
Ferradas-Magda, Melania
Fyke, Jill (Oct.)
Gale, Trina
Johnson, Jennifer
Metzner, Robin
Miller, Nancy
Montero, Jane
Romeo, Diane
Sakowski, Debra (Nov.)
Snider, Al
Stockwell, Dennis
Sumner, Amy
Touchstone, Karen

Support Staff

Gowen, Susan
Hachey, Joyce
Henry, Dan
Kozakiewicz, David
Shoner, Janine
Stafford, Ron

Administrators

Koenig, Ken
McCalla, Craig
See, Katie

A few of the retirees from this year have written a message to be shared regarding their careers and plans for retirement. These messages are arranged alphabetically on the following pages.



Message from Lisa Burgess

Thank you to the current BOE and years past for being a highly supportive district that I spent the bulk of my career in. As I reflect on the past 23 years here, I feel blessed and appreciate that this is a district that considers what is best for the students, and does what it can to provide a positive and motivating environment to allow their educators to be the best they can be.

Message from Janine Comella

Hola, Hallo, Bonjour, nǐ hǎo! I am Janine Comella and I've had the privilege of teaching within each of these languages, as well as building experience with many others, over my 23 years in Dexter. My ability to bridge cultures, passion for languages, and love for students and families that must navigate cultural complexities has led to specifically working with our English Learner students for over 13 years. I appreciate Dexter Schools for allowing me to grow in a wealth of areas, both personally and professionally. I have been able to develop my educational practice by working in every building as a Special's teacher in World Languages, an EL instructor, and the EL Coordinator for the district. I have been able to travel to China to share American teaching practices as well as develop the English Learner Program here in Dexter. I am most proud of being an advocate and educator of English Learner students and their families. The diverse population of students and families from other cultures adds amazing depth and richness to our Dexter community. To be able to support them in their struggles to understand and develop ways to grasp American society and schools is something that has changed my heart and who I am. My love for other cultures will continue as I plan to travel to other countries, work in volunteer organizations, and continue to advocate and promote understanding and relations for all people in this country and the community I love. I also cannot say enough about the teachers in every building that I watch daily interact, care and educate our children. They are my friends, have become my family, and are the best humans I know in the most noble profession that is teaching.



Message from Melania Ferradas-Magda

As a teacher there's nothing more gratifying than to run into a former student who tells me that I made a difference in their life. As an educator at Dexter High School, making a positive impact on my students is what I strive for. It is with mixed emotions that I am announcing my retirement; sadness in leaving a profession that I love, and joy in looking forward to the next chapter of my life. I thank the district and the community that I call home for giving me the opportunity to work in such a welcoming and innovative environment. I especially want to thank my colleagues for the support they've given me throughout my career.

In 1988, at the age of 19, with nothing more than hope and faith in myself, I emigrated from Lima, Peru to this country. I took advantage of the opportunities afforded me as an American and pursued a teaching certificate. Learning English as I attended college helped me understand what my students would go through to learn Spanish. As I continued my education with a master's degree, I was grateful every day that I was able to achieve my childhood dream of becoming a professional teacher in the United States of America.

In retirement I plan to continue my passion for travel with my husband, Draganel, who is an immigrant from the former Yugoslavia, who had a dream to become a car designer. He has recently retired so we hope to enjoy our hobbies and spend more time with our grandson, Charlie. Thank you for the past 25 years, they've been wonderful. Señora Ferradas-Magda



Message from Jennifer Johnson

To the Dexter Board of Education,

After 29 incredible years of teaching in this wonderful district, I will retire at the end of this school year. While this chapter is coming to a close, I leave with a full heart and deep gratitude for the journey I've been privileged to take.

It has been the honor of my life to teach the children of Dexter. Every day in my classroom brought new energy, curiosity, and joy. Watching young minds grow and knowing I played a small part in their stories has been more rewarding than words can express.

I want to extend my heartfelt thanks to the board for your support of educators and students alike. Your commitment to excellence in education has helped make Dexter a place where both teachers and learners thrive. I've always felt proud to be part of a district that values dedication, community, and lifelong learning.

To my colleagues, past and present, thank you for being part of the journey. The friendships, collaboration, and shared passion for teaching have made my career even more meaningful. Even though I am retiring from the classroom, I will always be a teacher at heart, and Dexter will always be my second home.

With sincere appreciation,
Jennifer Johnson

Message from Ken Koenig

Thank you to DCS for all of the wonderful opportunities that have been afforded to me as a result of working for such a great community!



Message from Craig McCalla

I want to express my sincere appreciation to the school board, fellow administrators and directors, the DCS staff, and all of the students and families I've had the pleasure of working with. Together, we've worked to create an environment where learning, growth, and community are at the heart of everything we do. I will forever cherish the relationships I have built and the district's drive to what is best for all students.

Message from Jane Montero

Dear Members of the Board of Education,

Thank you for your continued support of Art Education in Dexter. Through art and design education, our students become problem solvers and critical thinkers; two qualities that the global workforce continues to need. I look forward to hearing about the amazing creative accomplishments from our DCS students!

Message from Katie See

Thank you for the opportunity to serve as the principal of Wylie as well as a teacher in the district. I have loved working alongside such outstanding educators in order to make a difference in the lives of our students. While I have spent the last eleven years of my career as a principal, I will always be a teacher first.

As the principal of Wylie, I have appreciated partnering with families to educate our students. I've loved watching the students grow from third to fourth graders and have marveled at the progress they make in just two years.

I have been so very fortunate to collaborate with the Wylie staff. Together we have worked to make Wylie a place where our students belong and feel important. Each day, I watch our staff work tirelessly as they encourage, nudge and challenge each student to learn and grow. I see and feel such genuine care from the adults for our kids, and the adults care for one another, too. We are a school family, and I will always hold the Wylie staff close to my heart.



Please join us in wishing all of our retirees the best of health & happiness as they begin the next chapter of life!

One Hundred Years from Now

One hundred years from now
it will not matter what kind of car I drove,
what kind of house I lived in,
how much money was in my bank account
nor what my clothes looked like.

But the world may be a better place
because I was important in the life of a child



WYLIE ELEMENTARY SCHOOL

Katie See, Principal
3060 Kensington, Dexter, Michigan 48130
(734) 424-4140 fax (734) 424-4149
seek@dexterschools.org

To: Dexter Board of Education
From: Katie See
Subject: Fourth Grade Teacher Recommendation
Date: May 27, 2025

As a result of our most recent interview process, we would like to recommend Donille Cabanaw for the 2025-26 fourth grade teaching position at Wylie. Ms. Cabanaw has been a teacher apprentice at Wylie for the 2024-25 school year as part of the Michigan Talent Together program. Donille recently graduated from Lake Superior State University as the College of Education's Most Outstanding Graduate. Donille has been teaching along Betsy Schmidt in a third grade classroom this year. We are excited that Donille will be joining our staff as a fourth grade classroom teacher in the fall!

Our interview committee consisted of: Mollie Kemp, Susan Karsch, Andrea Lindback, Kylie Benson, Krista Early, Lori Schmidt and myself. We highly recommend Ms. Cabanaw, and we are confident that she will make a difference in the lives of Dexter students for years to come.

Thank you,

A handwritten signature in blue ink that reads "Katie See".

Katie See
Wylie Principal

DONILLE CABANAW

—SUMMARY—

I am a compassionate, creative, and effective educator with valuable experience in curriculum, professional development, and project planning. I have an extensive background in versatile education environments. I am a student-centric instructor and educator, and I am competent at performing independently or as a member of a teaching team. I am also well-versed in classroom and online technologies.

—EDUCATION—

Bachelor of Science: Teacher Education, 5/2025
Lake Superior State University, Sault Saint Marie, MI
Awarded Outstanding Student in the College of Education -2025

Associate of Arts: Early Childhood Education, 12/2021
Washtenaw Community College - Ann Arbor, MI

—SKILLS—

- Curriculum implementation
- Classroom management
- Learning strategies
- Safety procedures
- Student engagement
- Child development expertise
- Group and individual instruction
- Lesson planning
- Social skills building
- Technology integration

—WORK HISTORY—

Apprentice Teacher, 09/2024 - Current
Wylie Elementary – Dexter, MI

- Co-teaches all curricular areas of a third-grade classroom to effectively teach and transfer knowledge to students.
- Participates in conferences and assessments.
- Assists in the development of school-wide policies and procedures, contributing to a more efficient educational setting.
- Collaborates with fellow teachers to develop interdisciplinary lessons, enhancing students' critical thinking skills across subjects.

- Encourages authentic outdoor learning experiences centered around place-based learning opportunities.
- Implements differentiated instruction strategies to cater to diverse learning needs, resulting in improved academic progress for all students.
- Adapts curriculum materials as needed based on student interests and abilities, ensuring relevance and accessibility for all learners.
- Manages classroom behavior effectively by implementing clear expectations and ensuring a focused learning atmosphere for all students.
- Fosters relationships in the classroom through community-building activities.
- Implements Tier I, Tier II, and Tier III systems of support both academically and behaviorally.

Jenkins Early Childhood Learning Center – Dexter, MI
Lead/Associate/GSRP Teacher, 06/2019 - 06/2024

- Boosted children’s social development by promoting positive interactions among peers through group activities and collaborative projects.
- Designed creative lesson plans that incorporated hands-on activities and interactive learning experiences to foster curiosity and engagement in young learners.
- Allowed for ample outdoor discovery time in the schedule each day.
- Strengthened communication skills among preschoolers through daily dialogue practice during circle time sessions.
- Assessed student performance regularly using both formative and summative assessments to inform future lesson planning.
- Mentored new teachers, sharing best practices and providing guidance to help them adapt to their new roles successfully.

Paraprofessional, 09/2018 - 06/2019

Dexter Community Schools- Creekside Intermediate School – Dexter, MI

- Delivered personalized educational, behavioral, and emotional support to individual students to enable positive learning outcomes.
- Implemented behavior management techniques effectively to maintain a structured learning environment conducive to student success.
- Collaborated with teachers to develop and implement individualized education plans for students with special needs.
- Promoted a respectful classroom culture by modeling appropriate behavior and reinforcing positive interactions among peers.

Rural Carrier Associate/ Trainer, 05/2014 - 08/2018

United States Postal Service – Howell, MI

- Mentored and trained new hires on sorting mail by names/ addresses and delivery using organized route sheets.
- Collaborated with supervisors and postmasters on training materials for new hires.
- Supported USPS initiatives through participation in food drives and other charitable efforts within the community.
- Consistently met performance goals set forth by management regarding daily completion times for assigned routes.

— PROFESSIONAL DEVELOPMENT—

- Collaborative Classroom Curriculum
- Lexia Learning Systems
- Place-Based Learning Models
- Acadience Reading Assessments
- Community Building Exercises
- Whole group instruction planning
- Targeted Instruction Planning
- Talent Together Apprenticeship Model Classroom Observations



DEXTER COMMUNITY SCHOOLS

Anne Nakon, Director of Special Education
7480 Dan Hoey Rd, Bldg. A, Dexter, Michigan 48130
(734) 424-4160 ext.6052 fax (734) 424-4169
nakona@dexterschools.org

To: Dexter Board of Education
From: Anne Nakon
Subject: Recommendation to Hire: School Social Worker
Date: June 4, 2025

I am pleased to recommend Danielle Davis for the School Social Work position at Dexter Early Education Complex- Beacon Wing.

Danielle brings strong skills in individual and group counseling, as well as crisis intervention. Her references indicate that Danielle collaborates effectively with educators, administrators, and multidisciplinary teams to support student growth and success. Her passion for restorative practices, trauma-informed care, and inclusive school environments will make her a valuable and positive addition to the Dexter Early Education Complex.

Interview committee: Anne Nakon, Brooke Stidham, Jody O'Brian, Courtney Burke, Jennifer Porcaro, Maureen Service



Summary

Compassionate and dedicated MSW student with hands-on experience in **school social work, youth programming, and community support services**. Skilled in **individual and group counseling, crisis intervention, and special education evaluations** to support student success. Experienced in **collaborating with educators, administrators, and multidisciplinary teams** to develop and implement IEP goals and student support plans. Passionate about **restorative practices, trauma-informed care, and fostering inclusive school environments** that promote social-emotional learning, academic achievement, and overall well-being.

Education

University of Michigan | May 2024 - Present
Master of Social Work | Diploma expected, May 2025
GPA 4.0

Eastern Michigan University | 2021 - 2023
Bachelor of Social Work
GPA 3.96

Certifications

School Social Work Certification | Anticipated May 2025

Bounce Back: Elementary School Intervention for Childhood Trauma | February 2025

Cognitive Behavioral Intervention for Trauma in Schools (CBITS) | February 2025

Related Experience

August 2024 - Present

Saline High School - *MSW School Social Work Intern*

- Provide direct support to high school students through individual and group counseling, focusing on social-emotional skills, academic concerns, and behavioral interventions.
- Collaborate with teachers, administrators, and special education teams to develop and implement student support plans and IEP goals.
- Facilitate crisis intervention and conflict resolution, using trauma-informed and restorative practices to address student needs.
- Conduct assessments and evaluations for students referred for special education services, contributing to eligibility determinations.

October 2023 - Present

Bryant Community Center - *Lead Program Assistant*

- Collaborate with a multidisciplinary team of teachers, parents, and program directors to manage behavioral challenges and promote social, emotional, and academic development amongst students.
- Manage a team of program assistants, interns, and volunteers
- Design and implement curriculum tailored to the needs and interests of our students.
- Mediate disputes, manage crisis, and promote a positive atmosphere within the program.

January 2023 - August 2023

Community Action Network - *BSW Intern*

- Facilitated engaging and educational activities for children in the afterschool and summer camp programs, fostering a positive and inclusive environment for learning and growth.
- Developed and implemented individualized plans to meet the unique needs of each student.

- Assisted in the program evaluation process by conducting student interviews to gather feedback and assess the effectiveness of the program.

January 2023 – October 2023

Bryant Community Center Food Distribution – Program Assistant

- Worked to combat food insecurity by assisting in the distribution of food and essential supplies to individuals and families in Washtenaw County.
- Conducted assessments of client needs to identify underlying challenges and provide appropriate referrals to community resources.

September 2022 – December 2022

Community Project for Making Youth Matter – Team Member / Liaison

- Collaborated with Making Youth Matter’s mentoring program, focused on disrupting the school-to-prison pipeline, to plan and execute an end-of-semester event celebrating the accomplishments of mentees and mentors.
- Raised funds through individual and business donations to support the event.
- Acted as team liaison, communicating regularly with our Making Youth Matter point person to schedule meetings and survey the students.

September 2013 - May 2015

America Reads – Team Leader

- Oversaw and mentored a team of elementary literacy tutors
- Provided constructive feedback and guidance to with lesson planning.
- Fostered a collaborative and supportive environment within my team.
- Communicated with the school liaison, facilitating meetings and addressing any concerns or updates regarding scheduling and student progress.

Summer 2014 | 77 hours

SOS Community Services’ Sunny Days Program – Volunteer

- Engaged and connected with children in the summer camp program geared towards families without stable housing.
- Created safe and supportive environments where campers could learn and build positive relationships with peers and mentors.
- Promoted social and emotional development, resilience, and self-esteem among campers.

Winter 2012 | 36 hours

Peace Neighborhood Center – Volunteer

- Provided academic support and one-on-one tutoring to students from diverse backgrounds.
- Developed personalized lesson plans and learning strategies tailored to each student’s unique needs and learning styles.

Additional Experience

August 2016 - May 2021

Sava’s – Server

- Developed loyal clientele through personal attention to guests’ needs.
- Resolved guest complaints diplomatically.
- Trained incoming servers.



MILL CREEK MIDDLE SCHOOL

Ken Koenig, Principal ♦ Brett Pedersen, Assistant Principal
7305 Dexter Ann Arbor Road, Dexter, Michigan 48130
(734) 424-4150 fax (734) 424-4159
koenig@dexterschools.org ♦ pedersenb@dexterschools.org

To: Dexter Board of Education
From: Ken Koenig and Brett Pedersen
Subject: Mill Creek Teacher Recommendation
Date: May 29, 2025

As a result of our most recent interview process we would like to recommend Clara Engel for our Mill Creek art position. Clara exhibited a team oriented attitude and dedication to supporting students in their learning throughout the interview process. It was evident she enjoys working with kids and has a passion for art education.

She has a background that we believe will bring a lot to our students, staff, and community. We are pleased to recommend her for our position.

Interview committee: Lauren Straub, Trina Gale, Anna Romano, John Sperendi, Ashley Dorr, Natalie Park, Steve Wincent, Brett Pedersen, and Ken Koenig

Clara Engel



EDUCATION

Bachelor of Fine Arts – K-12 Visual Arts Education

Expected May 2025

- Concentration in three-dimensional media
- Summa Cum Laude | 3.9 GPA

Michigan Teacher Certification

Expected May 2025

EXPERIENCE

Server

August 2022 – current

Valiant Bar & Grill | Chelsea, MI

- Operated POS software and handled multiple types of transactions.
- Collaborated with a multi-lingual team to provide satisfactory service and quality food.
- Effectively managed time and multi-tasked within a fast paced environment.
- Adhered to food safety and sanitation standards.

Student Teaching

January – May 2025

- Dundee Elementary School | Y5-4 | Kristyn DeMint
- Dundee Middle School | 5-8 | Bonnie Capling

EXTRA-CURRICULAR ACTIVITIES

- Member of the National Art Education Association
- Member of the Michigan Art Education Association

AWARDS AND HONORS

- Judy Loeb Artist Educator Scholarship Recipient
- Lucie Ann McCall Art Education Scholarship Recipient
- Emil and Juanita Weddige Art Scholarship 2x Recipient
- Featured artist in the 2025 Arts in Legislature Exhibition at Michigan State Capitol
- Featured artist in the 2025 Marking Place Exhibition by Dr. Joey Quiñones
- Featured Artist in Cellar Roots Fine Arts Magazine Volume 51



DEXTER HIGH SCHOOL

Melanie Nowak, Principal
2200 N. Parker Road, Dexter, Michigan 48130
(734) 424-4240 fax (734) 424-4214
nowakm@dexterschools.org

To: Dexter Board of Education
From: Melanie Nowak
Subject: High School Math Recommendation
Date: June 4, 2025

As a result of our most recent interview process, we would like to recommend Mr. Ethan Lancaster for our Dexter High School Mathematics position. Ethan's ability to thoughtfully engage with students in mathematics is impressive. He has extensive knowledge of technology and its usage in the mathematics classroom, including real-world application and examples for our students to "experience" the concepts. Ethan educates his students in a way in which they find relevance for what they are learning.

Mr. Lancaster had the opportunity to student teach at Dexter High School in the fall and fulfilled a long term substitute position within the math department this spring. Ethan has already built strong relationships within the math department and entire high school community during his time here. His passion for teaching and connecting with students will benefit our students and the entire Dexter community.

Interview committee: Ryan Fisher, Melanie Nowak, Abby Holland, Jason Miller, Allison Denisco, Drake Reinert, Matthew Caves, Elizabeth Hashikawa, John Heuser

Ethan Lancaster

CERTIFICATIONS & DEGREES

Michigan Standard Secondary Certificate

Mathematics (EX): 6-12, Computer Science (NR)

Degree of Distinction from the National Speech and Debate Assoc.

EDUCATION

University of Michigan Ann Arbor, MI

Jan. 2022 - May 2025

Bachelor of Science Education in Education

Computer Science Minor

Western Michigan University Kalamazoo, MI

Aug. 2020 - Dec. 2021

Computer Science Relevant Coursework

- ❖ Programming and Introductory Data Structures
 - ❖ Discrete Mathematics
 - ❖ Data Structures and Algorithms
 - ❖ Web Systems
-

TEACHING EXPERIENCE

Student Teaching Intern

Dexter High School

Precalculus & Pre-Algebra

Jan. - May. 2025

- ❖ *Lead taught two sections of precalculus through units on trigonometric functions and analytic trigonometry as well as a section of pre-algebra focusing on systems of linear equations*
- ❖ *Developed an independent research project for students in pre-algebra built around developing their own business. Students used systems of linear equations, surveys, cost analysis, and graphing in order to take their in-class knowledge of systems and apply it to an out of the classroom opportunity*
- ❖ *Built a prototype formative assessment tool to reduce student anxiety and provide the educator with live feedback of student understanding*

Pre-Student Teaching Intern

Huron High School

AC Algebra II & IB SL Analysis and Approaches

Sept. - Oct. 2024

- ❖ *Facilitated group conversation and exploration in a group work focused classroom*
- ❖ *Identified classroom dynamics in a majority minority classroom and investigated the cultural and societal norms associated with such*

Pre-Student Teaching Intern

8th Grade Honors Geometry & Algebra 1A

Saline Middle School

Dec. – Apr. 2024

- ❖ *Built relationships with students on an individual basis based on student involvement and interests*
- ❖ *Practiced assessing students with a standards based grading scale to explore alternatives to the present mainstream grading system*

ADDITIONAL EXPERIENCE

Portage Central High School

Sept. 2020 – May. 2024

Forensics Assistant Coach

- ❖ Built relationships with and assisted students in improving and utilizing their most powerful asset: their voice

Home Depot

May 2021 – Aug. 2021

Customer Service & Sales

- ❖ Evaluated and improved current practices to increase areas of departmental efficiency
- ❖ Presented information to customers in a clear and concise format
- ❖ Handled customer disputes and redirected the conversation to promote compromise

SKILLS & LANGUAGES

Achievements & Hobbies

- ❖ Eagle Scout
- ❖ Rock Climbing
- ❖ Hiking

Programming Language Proficiencies

- ❖ C++
- ❖ C
- ❖ Python
- ❖ Java



DEXTER COMMUNITY SCHOOLS

Anne Nakon, Director of Special Education
7480 Dan Hoey Rd, Bldg. A, Dexter, Michigan 48130
(734) 424-4160 ext.6052 fax (734) 424-4169
nakona@dexterschools.org

To: Dexter Board of Education
From: Anne Nakon
Subject: Recommendation to Hire: Speech and Language Pathologist
Date: June 1, 2025

It is with great confidence that I recommend Rachel Nold for the Speech and Language Pathologist position at Creekside Intermediate School.

Rachel is an experienced and highly skilled clinician who brings a depth of knowledge in speech and language development, assessment, and intervention. She demonstrates a strong commitment to supporting students' communication needs and collaborates effectively with educators, families, and multidisciplinary teams. Her professionalism, clinical expertise, and student-centered approach make her a valuable asset to the Creekside team.

Interview committee: Anne Nakon, Melanie Nowak, Brett Peterson, Tammy Reich, Ashleigh Bunton, Laura Sayers, Jouel Lewis-Truesdell

Rachel L. Nold

CLINICAL EXPERIENCE

Speech-Language Pathologist

South Lyon Community Schools, South Lyon, Michigan

February 2023 – Present

- Administer standardized, dynamic, and curriculum-based assessments to evaluate elementary students with a variety of communication disorders.
- Participate in multidisciplinary evaluation teams following state and federal regulations to determine student needs and eligibility for special education services.
- Gain input from students, teachers, and parents to develop individualized education programs to improve academic and social language skills.
- Perform data collection, progress monitoring, and documentation to evaluate the growth and progress of students.
- Execute a multi-tiered system of support to design intervention plans and monitor students at risk.
- Support students with reading difficulties by incorporating Science of Reading research within structured literacy and language skill building practices.
- Instruct district special education staff on the utilization of the Q-Interactive platform to perform digital standardized assessments.
- Train district special education staff in conflict prevention and resolution through facilitated Individualized Education Program meetings.
- Assist internal district reviews to audit fidelity and procedural consistency for eligibility determinations.

Speech-Language Pathologist

National Heritage Academies, Ypsilanti, Michigan

December 2015 – February 2023

- Provided direct and consultative services to elementary and middle school students with integration of therapy in the general education classroom setting.
- Led the Southeast Detroit region as the Speech-Language Pathologist Content Leader to present and develop knowledge on current evidence-based practices.
- Utilized PowerSchool Special Education student management system for compliance documentation.
- Consulted with the Assistive Technology Coordinator at the Washtenaw Intermediate School District to implement assistive technology plans.

Speech-Language Pathologist

Beaumont Hospital- Farmington Hills, Farmington Hills, Michigan

October 2014 – December 2015

- Evaluated and implemented treatment for adult and pediatric patients in acute care and inpatient rehabilitation setting with speech, language, cognition, and swallowing disorders at a 330-bed Level 2 Trauma Center.
- Provided outpatient evaluation and treatment of communication disorders including autism spectrum disorder, language, and phonology disorders for preschool and school age children.
- Developed objectives and instructed dysphagia management course for nursing orientation to enhance patient care and safety.

Rachel L. Nold

Speech-Language Pathologist

MidMichigan Health, University of Michigan Health System, Midland, Michigan

June 2011 – October 2014

- Managed an acute inpatient and outpatient adult and pediatric caseload for evaluation and treatment of speech, language, cognition, and swallowing disorders for critically injured patients at a 265-bed Level 2 Trauma Center.
- Developed and coordinated staff training program for Fiberoptic Endoscopic Evaluation of Swallowing.
- Served on Feeding Coalition team to coordinate continuation of care for pediatric swallowing and feeding disorders in conjunction with the Midland County Educational Service Agency.

EDUCATION

Bowling Green State University, Bowling Green, Ohio

Master of Science, May 2011

Concentration: Speech-Language Pathology

Central Michigan University, Mount Pleasant, Michigan

Bachelor of Science, May 2009

Major: Communication Disorders

CERTIFICATIONS AND LICENSURE

Adult and Pediatric First Aid/CPR/AED

American Red Cross

#01MVB2A, renewed biennially

Certificate of Clinical Competence in Speech Pathology

American Speech-Language-Hearing Association

#14059001, renewed annually

Crisis Prevention Institute Blue Card

Nonviolent Crisis Intervention, 3rd Edition Training

#NCI372463B, renewed annually

State of Michigan Speech-Language Pathologist License

#7101003024, renewed biennially



DEXTER EARLY ELEMENTARY COMPLEX

Brooke Stidham, Principal

7480 Dan Hoey Road, Dexter, Bldg. B, Michigan 48130

(734) 424-4130 fax (734) 424-4139

stidhamb@dexterschools.org

To: Dexter Board of Education

From: Brooke Stidham

Subject: Assistant Principal Recommendation for Dexter Early Elementary Complex

Date: June 3, 2025

As a result of our most recent interview process, we would like to recommend Ms. Allison Bradley for the position of DEEC Assistant Principal.

Ms. Bradley has a Bachelors of Science in Elementary from Loyola University Chicago and a Masters of Education in Urban Teaching from National Louis University. She also obtained her Education Specialist Degree in Leadership & Administration from Wayne State University in 2018.

Ms. Bradley has many years of teaching experience in the lower elementary grade levels, particularly 2nd grade. However, she most recently served as a Student Success Coach at Orchard Hills Elementary School in Novi, Michigan, where she promoted a positive school climate by implementing and monitoring PBIS initiatives, overseeing student behavior with a trauma informed, restorative approach, and collaborating with families and community organizations to support student well-being. She supported teachers in Tier 1 and 2 strategies to effectively respond to student behavior and strengthen classroom management systems. Ms. Bradley is a passionate and dedicated educator who is committed to creating a safe, inclusive and empowering learning environment for all students - just what we are looking for at the DEEC!

Ms. Allison Bradley will be a great addition to the DEEC administrative team and positively contribute to Dexter Community Schools.

Thank you,

Brooke Stidham,

Principal, Dexter Early Elementary

Interview Committee: Laura Ayers, Megan Hinkle, Betsy Bluhm, Mary Leach, Kelli Gatecliff, Stacey Sutton, Jen Porcaro, Vicki Juback, Anne Nakon, Tammy Reich, Brett Pedersen, and Katie Heikkila

ALLISON BRADLEY

Contact



Career Objective

Passionate and dedicated education professional with successful classroom and leadership experience. Seeking to apply skills to lead and inspire both students and staff, foster a positive school culture, manage operations effectively, and collaborate with stakeholders to ensure the success of the entire school community. Committed to creating a safe, inclusive, and empowering learning environment for all.

Experience

STUDENT SUCCESS COACH

Aug 2023 - Present

ORCHARD HILLS ELEMENTARY SCHOOL — Novi, MI

- Assist the principal in managing daily school operations including scheduling, supervision, safety protocols, and staff observations utilizing the 5D Framework
- Promote a positive school climate by implementing and monitoring PBIS initiatives, overseeing student behavior with a trauma informed, restorative approach, and collaborating with families and community organizations to support student well-being
- Support teachers in Tier 1 and 2 strategies to effectively respond to student behavior and strengthen classroom management systems

SECOND GRADE TEACHER

Aug 2016 – Jun 2023

NOVI WOODS ELEMENTARY SCHOOL — Novi, MI

- Supported new teachers as a student teaching host and district mentor teacher
- School Improvement Team member, 6 years
- PBIS Committee Chairperson, 6 years

SUMMER SCHOOL ADMINISTRATOR

Jun 2021 – Aug 2021

NOVI COMMUNITY SCHOOL DISTRICT — Novi, MI

- Created and promoted a joyful, professional culture amongst a staff of 35 teachers and ancillary staff to support the learning of 120 students in grades K-6
- Designed and implemented school-wide systems that were structured, efficient, and in service of a culture of learning including arrival, dismissal, schedules, and parent communication
- Forged partnerships with Playworks and Novi Public Library to provide programming to better meet the SEL needs of students

ASPIRING ADMINISTRATOR

Jan 2018- Dec 2018

OAKLAND SCHOOLS, ASPIRING PRINCIPALS' LEADERSHIP ACADEMY

- Engaged in experiential learning and discussion around best practices in leadership, communication styles, school management, teacher evaluation, meeting facilitation, and data driven decision making
- Examined and further developed personal leadership style and communication skills

SECOND GRADE TEACHER

Aug 2015 – Jun 2016

LOOMIS PRIMARY ACADEMY CHARTER — Chicago, IL

- Established a partnership with University of Illinois at Chicago PhD students to develop an interactive science experience for over 120 second grade students to promote the different fields of study

SECOND GRADE TEACHER

Aug 2013 – Jun 2015

DULLES SCHOOL OF EXCELLENCE — Chicago, IL

- Served on the professional problems committee and PBIS committee to generate solutions-based approaches to best support overall school climate

RESIDENT TEACHER

Jul 2012 – May 2013

ACADEMY OF URBAN SCHOOL LEADERSHIP (AUSL) — Chicago, IL

- Full year residency with a mentor teacher and co-resident to learn and support the work of turnaround schools in Chicago’s highest needs neighborhoods
- Participated in on-going coaching cycles with an instructional coach and mentor teacher

LEAD INTERVENTIONIST

Sept 2010 – Jun 2012

WASHINGTON ELEMENTARY SCHOOL — Wyandotte, MI

- Provided tier 3 small-group instruction to support 36 primary grade students in phonics, fluency, accuracy, and comprehension based on DIBELS testing and data analysis

Education

EDUCATION SPECIALIST — LEADERSHIP & ADMINISTRATION | **WAYNE STATE UNIVERSITY** | May 2018

MASTERS OF EDUCATION — URBAN TEACHING | **NATIONAL LOUIS UNIVERSITY** | June 2013

BACHELORS OF SCIENCE — ELEMENTARY EDUCATION | **LOYOLA UNIVERSITY CHICAGO** | May 2010

Certifications

- Michigan School Administrator Certificate- Elementary and Secondary Admin (K-12)
- Professional Certificate, Type ZG, K-5 all subjects (K-8 All Subjects Self Contained Classroom)

Relevant Training

- LETRS
- AVMR (Advantage Math Recovery)
- PREPaRE 2
- Positivity Project
- Leader in Me
- CPI



DEXTER COMMUNITY SCHOOLS

Ryan Bruder, Executive Director of Instruction
2704 Baker Road, Dexter, Michigan 48130
(734) 424-4796 or ext. 1343
bruderr@dexterschools.org

June 4, 2025

Executive Summary: Recommendation to Adopt *Arts and Letters* for the 2025–2026 School Year at Creekside Intermediate School

Background:

Creekside Intermediate School's reading data reflects a solid foundation of student achievement, with both MSTEP and NWEA scores demonstrating consistent proficiency over time. MSTEP results show 57% of students scored Proficient or Advanced Proficient in 2023, compared to 59% in 2022 and 56% in 2021. NWEA scores are notably higher, with 75% of students proficient in 2021–2022, increasing to 77% in 2022–2023, and holding steady at 76% and 75% in the two most recent years. While this data affirms the strength of current instructional practices, it also highlights an opportunity to move more students into higher proficiency levels, particularly on the MSTEP. As we continue to support students' academic growth, it is essential to remain responsive to both the current needs of our learners and the evolving demands of literacy in future academic and real-world contexts. As part of the 35J grant, Dexter was required to evaluate literacy programming in Grades K-5 prior to the 2025-2026 school year.

Summary:

Following a literacy review process over the 2024-2025 school year at Creekside Intermediate School, we recommend the adoption of *Arts and Letters* as the core ELA curricular resource for the 2025–2026 school year. This decision is grounded in teacher feedback, student engagement data, and alignment with district priorities for high-quality instruction, equity of access, and Michigan's Early Literacy 35J Grant priorities.

Key Reasons for Adoption:

Alignment with 35J Literacy Grant Priorities:

The Michigan 35J Literacy Grant emphasizes the use of evidence-based practices, tiered supports, and professional learning to advance literacy outcomes. *Arts and Letters* supports this vision by providing research-backed instructional strategies, integrated intervention resources, and embedded tools for progress monitoring, all of which are critical components identified by the grant.

Student Engagement:

Arts and Letters features a diverse array of high-interest, culturally relevant texts that reflect students' lived experiences and expand their worldviews. Teachers noted strong student

interest and increased participation during pilot lessons, which aligns with the grant's focus on meaningful student engagement and motivation.

Comprehensive Curricular Resource:

This vertically aligned program includes integrated components for reading, writing, speaking/listening, and language. It ensures consistent skill development across the year and aligns with Michigan ELA standards and local district outcomes.

Intentional Assessment Plan:

The program includes a robust system of formative and summative assessments, enabling timely identification of student needs. Built-in rubrics and student self-assessments foster ownership of learning. These assessment tools support a Multi-Tiered System of Supports (MTSS), a key requirement under the 35J grant.

Flexible Instructional Design:

Supporting a balanced literacy approach, *Arts and Letters* allows for both whole-group instruction and differentiated small-group work. This flexibility ensures that teachers can respond to diverse learner needs while staying within typical ELA instructional minutes.

Consideration of ELA Minutes:

Clear pacing guidance helps teachers make the most of available time. *Arts and Letters* ensures that all core components of literacy instruction can be delivered daily without overextension, making it a practical fit for Creekside's schedule.

Common Curricular Resources:

A shared curriculum across grades 5 and 6 will provide common texts, tools, and assessments to foster coherence in instruction and increase opportunities for professional collaboration—another priority of the 35J grant's professional development emphasis.

Teacher Usability:

Feedback from the pilot and review teams emphasized the program's intuitive layout, digital supports, and planning tools. Teachers consistently cited its usability and adaptability as key advantages, reducing prep time and supporting differentiated instruction.

Recommendation:

Arts and Letters meets the district's instructional vision by combining academic rigor, teacher-friendly design, and authentic student engagement. Its alignment with the Michigan 35J Literacy Grant further strengthens its value as a sustainable and equitable solution for improving literacy outcomes. We recommend full adoption for grades 5 and 6 beginning in Fall 2025, with targeted professional learning opportunities provided throughout the 2025–2026 school year to ensure successful implementation.

Funding for this adoption will be braided through MDE Grant 35J as well as the DCS Designated Fund Balance for Curriculum. It is our recommendation that up to \$41,500 be approved to spend through 35J and the remaining \$28,000, should be approved and allocated from the DCS Designated Fund Balance for Curriculum.

The adoption of Arts and Letters including teacher materials, classroom libraries, and student consumables have an expected cost of, that should not exceed \$69,500.

Stipends for professional development for staff, up to 7 hours paid at the summer rate of \$100 per day for 16 staff members, to occur over the summer are projected to cost roughly \$2,500.

The 5-6 Literacy Team, Mrs. Kline, Mrs. Reich, Mr. Bruder, and Dr. Timmis all endorse this recommendation without reservations.

Creekside ELA Committee:

Tracy Baker
Becky Mann
Eileen McCallum
Rich Schlanderer
Jane Webby
Lisa Glover
Jen Suppes
Christie Newsome
Ashleigh Bunten
Tammy Reich
Ryan Bruder
Maureen Kline

Policies - Second Reading 6/9/2025

The following policy updates were reviewed and approved for first reading 5/19/2025 and are included in this evening's packet for second reading and final approval.

- 2201 Board Powers
- 2401 Board Member Elections
- 2501 Meetings
- 3102 Smoking, Tobacco Products, Drugs, and Alcohol
- 3106 Booster Clubs, PTOs, and Other Support Groups
- 3402 Drills, Plans, and Reports
- 4102 Anti-Harassment
- 4104 Employment Complaint Procedure for Allegations Implicating Civil Rights
- 4109 Break Time for Nursing Mothers
- 4201 Employee Ethics and Standards
- 4202 Children's Protective Services (CPS) and Adult Protective Services (APS)
Reporting and Student Safety and Welfare
- 4206 Employment Contracts
- 4209 Abortion Referrals and Assistance
- 4213 Anti-Nepotism
- 4215 District Technology and Acceptable Use
- 4403 Performance Evaluation
- 4405 Reduction in Force and Recall
- 4408 Termination
- 4409 Non-Renewal
- 4503 Performance Evaluation
- 4507 Termination
- 4603 Performance Evaluation
- 5103 Search and Seizure
- 5105 Collaboration with Outside Entities
- 5202 Unlawful Discrimination, Harassment, and Retaliation Against Students
- 5203 Hazing
- 5204 Student Appearance and Dress Code
- 5206C Reinstatement Following Expulsion
- 5301 Compulsory Attendance, Absenteeism, and Truancy
- 5303 Student Enrollment and Withdrawal
- 5409 Academic Credits and Graduation
- 5415 Summer School
- 5416 Homebound and Hospitalized Instruction
- 5510 Student-Initiated, Non-Curricular Clubs
- 5701 Abuse and Neglect
- 5707 School Wellness Policy

POLICY 4101 Non-Discrimination was inadvertently omitted from the 5/19/2025 packet and will be presented for final approval this evening if there are no objections.

Series 2000: Bylaws

2200 Board Powers

2201 Board Powers/General Powers

The Board exercises powers that are expressly conferred upon the Board by Michigan Constitution or statute, and that are necessarily implied or incidental to expressly conferred powers. Except as otherwise provided by law, the Board may exercise a power incidental or appropriate to the performance of a function related to the operation of a public school and the provision of public education services in the interests of public elementary and secondary education in the District.

A. Expressly Conferred Powers

1. The Board will establish and maintain the grades, schools, programs, and departments it deems necessary, which may include grades Pre-K through 12, and may provide lifelong education, adult education, community education, training, enrichment, and recreation programs.
 - a. The Board may educate persons by:
 - i. directly operating 1 or more public schools as defined in Revised School Code Section 5(6); and/or
 - ii. causing public education services to be provided for students through an agreement, contract, or other cooperative agreement with another public entity.
 - b. The Board will:
 - i. ensure that each public school within the District is accredited or certified by the State Superintendent as having met or exceeded established standards;
 - ii. ensure that the requirements of Revised School Code Sections 1204a (annual reports), 1277a (disaggregation of data by gender for school improvement planning purposes), 1278 (core academic curriculum), and 1280 (accreditation) are met for any consortium program in which the District participates;
 - iii. ensure each student in grades 8-12 is provided with information on college-level equivalent courses;
 - iv. determine the length of the school year;
 - v. select, approve, and purchase textbooks as defined under Revised School Code Section 1421;
 - vi. administer state-required standardized tests;

- vii. adopt a parent/guardian involvement plan; and
 - viii. adopt, implement, and annually make available to MDE a copy of a 3 to 5-year school improvement plan and continuing school improvement process for each school in the District in compliance with Revised School Code Section 1277.
2. The Board will provide for the safety and welfare of students while at school or a school-sponsored activity or event, and while traveling to or from school or a school-sponsored activity or event, as required by law.
 3. The Board may acquire, construct, maintain, repair, renovate, dispose of, or convey school property, facilities, equipment, technology, or furnishings as it deems appropriate, within applicable legal parameters.
 4. The Board may hire, contract with, schedule, supervise, or terminate employees, independent contractors, and other persons or entities to carry out District powers. The Board may defend and indemnify its employees and Board members to the extent authorized by law.
 5. The Board may receive, account for, invest, or expend public school money; borrow money and pledge public school funds for repayment; and qualify for state school aid and other public or private money from local, regional, state, or federal sources.
 6. The Board delegates to the Superintendent the authority to take action in circumstances not authorized by Board action or Policy when required to effectively maintain the District's day-to-day operations. The Superintendent should (a) promptly inform the Board of the action taken and the need for taking expedited action; and (b) report the action to the Board at the Board's first meeting after the Superintendent takes such action.

B. Limitations on Powers

1. The Board will not use money received from any source to unlawfully aid or maintain any private, denominational, or other nonpublic, pre-elementary, elementary, or secondary school. The Board may provide transportation, auxiliary services, and nonessential elective classes for students attending nonpublic schools to the extent permitted by law.
2. The Board will use public funds, including state school aid allocations, tax revenue, and bond proceeds only for designated purposes.
3. The Board will not permit a fraternity, sorority, or other secret society to operate in the District. See Policy 5511.
4. The Board will not award a high school diploma to a student unless the student meets the requirements of Revised School Code Sections 1278a and 1278b.

C. Authority

1. Consistent with Policy 2101, the general powers reside within the Board as a whole, not individual Board members. The Board speaks only through its minutes and resolutions.
2. Consistent with Policy 2503, Board action is not valid unless approved by a majority vote in a lawfully convened meeting.

Legal Authority: Const 1963, art 8, §2; MCL 380.5(6), 380.11a, 380.1146, 380.1153, 380.1216, 380.1217, 380.1277, 380.1278a, 380.1278b, 380.1280, 380.1280a, 380.1282, 380.1284, 380.1294, 380.1321, 380.1322, 380.1421, 380.1422, 380.1472, 380.1804, 380.1807, 380.1816; MCL 388.1766b; MCL 691.1408; Mich Admin Code R 340.281, 340.282 (transportation services for nonpublic school children), 340.291-.295 (auxiliary services for nonpublic school children); *Tavener v Elk Rapids Rural Agric Sch Dist*, 341 Mich 244 (1954)

Date adopted:

Date revised: 6/9/2025

Series 2000: Bylaws

2400 Board Membership and Duties

2401 Board Member Elections

Board members are elected by the District's electors at the District's regular election, which is held on the first Tuesday after the first Monday in November of even-numbered years.

At least 1 Board **office** must be **on the ballot** for each regular election of the District.

The Michigan Election Law governs the District's election procedures.

The District's elections are conducted by the District's election coordinator, as that term is defined by the Michigan Election Law.

Legal authority: MCL 168.301, **168.302, 168.641**, 168.642c; MCL 380.1206

Date adopted:

Date revised:

Series 2000: Bylaws

2500 Board Meetings and Open Meetings Act Compliance

2501 Meetings

Board meetings must be conducted in accordance with the Open Meetings Act.

A. Notice

1. The Board must publicly post its regular meeting schedule within 10 calendar days after the Board's first meeting in each calendar or fiscal year. The notice must include the dates, times, and places of the regular meetings. If the regular meeting schedule is changed, the Board must publicly post the revised regular meeting schedule within 3 calendar days after the Board meeting at which the change was made.
2. Special meeting and rescheduled regular meeting notices must be posted at least 18 hours in advance of a special or rescheduled regular meeting.
3. Regular, rescheduled regular, and special meeting notices must be posted at the Board's principal offices. The notice, or a prominent and conspicuous link to the notice, also must be posted on the District website's homepage as required by the Open Meetings Act, if the District's website is updated at least monthly with meeting agendas or minutes.
4. Meeting notices must contain:
 - a. the name, address, and telephone number of the Board;
 - b. the time, date, and place of the meeting;
 - c. a statement where official minutes are stored and available for inspection; and
 - d. a disability accessibility notice.
5. Emergency meetings may be held without complying with the above-described notice requirements **in the event of** a severe and imminent threat to the health, safety, or welfare of the public, and two-thirds of the Board members elected or appointed to and serving on the Board determine that delay would be detrimental to efforts to lessen or respond to the threat. The Board will provide notice of an emergency meeting in compliance with the Open Meetings Act.
6. Public hearing notices must contain a description of the purpose(s) for which the public hearing will be conducted to the extent required by law.
7. The notice for an electronic Board meeting must comply with Policy 2501A.

B. Quorum

1. A quorum of the Board means a majority of the Board members elected or appointed to and serving on the Board, unless different quorum and voting rules are otherwise provided by law.
2. All deliberations of a quorum of the Board must take place at a meeting that is open to the public, unless closed session deliberations are permitted by law.
3. All decisions made by the Board constituting a quorum of its members must take place at a meeting that is open to the public, except as otherwise provided by the Open Meetings Act.

C. Meeting Types

1. The Board will hold its regular meetings at the dates, times, and locations specified in the District's annual notice published pursuant to the Open Meetings Act. If the notice is amended, then meetings will be held according to the amended notice.
2. Special, rescheduled regular, or emergency meetings may be called by the President, the Superintendent, or two Board members. Notice of such meetings will be provided in accordance with the Open Meetings Act.
3. The Board may, in compliance with the Open Meetings Act, hold work sessions and retreats to provide Board members and administrators with the opportunity to plan, research, and engage in discussion.
4. The Board may meet as a committee of the whole. See Policy 2505(C).

D. Closed Session

1. The Board may meet and deliberate in closed session only for 1 or more purposes authorized by the Open Meetings Act.
2. Depending on the closed session purpose(s), the Open Meetings Act may require a two-thirds roll call vote for the Board to meet in closed session. A vote to enter closed session must be made in open session.
3. Closed session meeting minutes must be kept confidential. Board members must keep matters discussed and documents received confidential unless otherwise authorized by the Board or law. See Section G, below.
4. All discussions in closed session are limited to the purpose(s) identified in the motion calling the closed session.
5. The Board will determine the non-member attendees for a closed session unless attendance is required by Policy or law.
6. No decisions will be made during a closed session.

E. Meeting Cancellation

The Board is legally required to hold at least 1 public meeting each month. The President or designee may cancel a Board meeting if the President or designee determines that a quorum of the Board will not be present for the meeting, there is no business for the Board to conduct at the meeting, or it would be unreasonable or dangerous for Board members or the public to attend the meeting (e.g., inclement weather). The President or designee will ensure that a District staff member posts notice of the cancellation on the District's website on the same day as the cancellation. If necessary, a cancelled meeting will be rescheduled.

F. Electronic Board Meetings and Remote Participation

Electronic Board meetings may be held, and a Board member may participate in a Board meeting remotely, as authorized by Policy 2501A.

G. Minutes

The Board will keep minutes of each Board meeting in accordance with the following:

1. The Secretary will record and maintain meeting minutes.
2. The Secretary, or an acting Secretary in the absence of the Secretary, will sign meeting minutes.
3. Meeting minutes **must** comply with the Open Meetings Act.
 - a. Open session meeting minutes.
 - i. Minutes for a meeting open to the public will include at least the following information:
 - A) the meeting date, time, and location;
 - B) the Board members present for or otherwise participating in the meeting;
 - C) the Board members absent from the meeting;
 - D) Board decisions;
 - E) the purpose(s) for which any closed session meeting was held and the specific provision(s) of the Open Meetings Act that permitted the closed session;
 - F) any roll call votes conducted by the Board; and
 - G) corrections, if any.

- ii. The Board must make proposed open session meeting minutes available for public inspection within 8 business days after the applicable Board meeting.
 - iii. The Board must make approved open session meeting minutes available for public inspection within 5 business days after the meeting at which the Board approved the minutes.
- b. Closed session meeting minutes
- i. Closed session meeting minutes must be prepared and maintained separately from open session meeting minutes.
 - ii. Closed session meeting minutes will not be made available to, or be disclosed to, the public, except as required by court order.
 - iii. Closed session meeting minutes may be destroyed by the District 1 year and 1 calendar day after the approval of the minutes of the regular meeting at which the closed session minutes were approved, or any time thereafter.
 - iv. Closed session meeting minutes must include at least the following information:
 - A) the meeting date, time, and, location;
 - B) the Board members present for or otherwise participating in the meeting;
 - C) the Board members absent from the meeting; and
 - D) the purpose(s) for which the closed session meeting was held and the specific Open Meetings Act provision(s) that permitted the closed session.
- c. Open session Board meeting minutes may be published on the District's website.

H. Accommodating Board Members and Other Individuals with Disabilities

Any Board member or other individual with a disability who requires reasonable accommodations to participate in, or attend, a Board meeting must contact the Superintendent's office in advance of the meeting to request an accommodation.

I. Recess

A Board meeting may be recessed. A Board meeting that is recessed for more than 36 hours may only be reconvened once the notice requirements for the meeting, as described in this Policy, have been satisfied, including special meeting or rescheduled regular meeting notice requirements, if applicable.

Legal authority: MCL 15.263, 15.263a, 15.265, 15.267, 15.269; MCL 380.1201

Date adopted:

Date revised:

Series 3000: Operations, Finance, and Property

3100 General Operations

3102 *Smoking, Tobacco Products, Drugs, and Alcohol*

A. Definitions

1. "Electronic nicotine delivery system" includes the components, parts, and accessories of an electronic nicotine delivery system, such as e-liquids, cartridges, atomizers, cartomizers (atomizer plus replaceable fluid-filled cartridge), clearomisers, tank systems, flavors, and vials that contain e-liquids.
2. "Illegal drugs" means "controlled substances" under federal or Michigan law, anabolic steroids, human growth hormones or other performance-enhancing drugs, substances purported to be illegal, abusive, or performance-enhancing (i.e., synthetic "look-alike") drugs, or other drugs prohibited by law.
3. "Tobacco product" means any product made or derived from tobacco, or containing nicotine from any source, that is intended for human consumption, including any component, part, or accessory of a tobacco product (except for raw materials other than tobacco used in manufacturing a component, part, or accessory of a tobacco product).
4. "Use of tobacco product" means any of the following:
 - a. the carrying by a person of a lighted cigar, cigarette, pipe, other lighted smoking device, or electronic nicotine delivery system;
 - b. the inhaling or chewing of a tobacco product;
 - c. the placing of a tobacco product within a person's mouth; or
 - d. the smoking or use of electronic vapor or other substitute forms of cigarettes, clove cigarettes, other lighted smoking devices, or other electronic nicotine delivery systems for consuming or inhaling tobacco or any other substance.

B. Smoking and Tobacco Products

1. The District prohibits the sale, possession, distribution, dispensation, or use of tobacco products, electronic cigarettes, vaporizers, and all electronic nicotine delivery systems on property owned or operated by the District and at any District-related event.
2. The District may also prohibit the use of these products at District-related events.

C. Drugs

1. The District prohibits the sale, possession, distribution, dispensation, or use of illegal drugs on property owned or operated by the District and at any District-related event.
2. The District prohibits the sale, possession, distribution, dispensation, or use of any products containing cannabidiol (commonly referred to as CBD) on property owned or operated by the District and at any District-related event.
3. District personnel should review Policy 4210 for the District's drug- and alcohol-free workplace policy. Students should review Policy 5206 for the student discipline policy.

D. Alcohol

1. The District generally prohibits the sale, possession, distribution, dispensation, and use of alcohol on property owned or operated by the District and at any District-sponsored event, except as otherwise provided in this Policy.
2. With the written permission of the Superintendent, the District may permit the lawful sale, possession, distribution, dispensation, and use of alcohol on school property if:
 - a. the District building is used for adult education or college extension courses; or
 - b. the use or possession of alcohol is part of a generally recognized religious service or ceremony ;or
 - c. the use or possession is part of a non-school function. The District will require the entity utilizing school property to furnish evidence of insurance, satisfactory to the District, with the District identified as an additional insured on the policy.
3. Any person or entity with the Superintendent's or permission in subsection D.2 must comply with and enforce all applicable laws and regulations and obtain any legally-required permits. See also Policy 3304.
4. District personnel should review Policy 4210 for the District's drug- and alcohol-free workplace policy.

Legal authority: 20 USC 6081 et seq.; 21 USC 812, 21 USC 860; 21 CFR 1100.3; MCL 333.7201 et seq., 333.7410, 333.12601 et seq.; MCL 436.1904; MCL 722.642; MCL 750.473; Mich Admin Code R 338.3101 et seq.

Date adopted:

Date revised:

Series 3000: Operations, Finance, and Property

3100 General Operations

3106 *Booster Clubs, PTOs, and Other Support Groups*

The Board recognizes the important role of Parent groups, booster clubs, Parent-teacher organizations (“PTOs”), and other organizations that support District programs and activities (“support groups”). This Policy clarifies the relationship between the District and support groups.

A. General Rules

1. A support group must comply with applicable laws, Policies, administrative guidelines, and internal procedures.
2. A support group is required to submit to the District Form 3106-F annually, whether a new or existing support group.
3. A support group will indicate on Form 3106-F whether it has completed the criteria to be designated as an external support group, as defined below. The Superintendent or designee, in his or her sole discretion, may designate a support group as an internal or external support group based on information provided and as defined below.

B. Internal Support Groups

1. An internal support group is a group of individuals **that supports the District's programs and activities**, including parents/guardians, community members, and advisors, which is approved to operate within the District (e.g., internally conducted class or club fundraisers). An internal support group's activities require prior written approval of the Superintendent or designee.
2. Funds raised by an internal support group are public funds that must be deposited with the District, and any related expenditure must be approved by the Superintendent or designee.
3. The Board may revoke the approval of an internal support group at any time.

C. External Support Groups

1. An external support group is a group, separate from the District, that supports the District's programs and activities (e.g., booster clubs, both athletic and non-athletic, and PTOs). Unless the District agrees in writing, an external support group's activities are not District sponsored.
2. Funds raised by an external support group are not public funds and may not be held by, or deposited with, the District. An external support group must maintain a separate bank account and adopt written accounting procedures.

3. The District strongly encourages external support groups to seek the advice of legal counsel and form a separate legal entity.
4. The Superintendent or designee may request informational documents for verification purposes, including its accounting procedures, bylaws, insurance, and state or federal filings. The District's request and review of documentation is not an endorsement of its accuracy or legal sufficiency.
5. An external support group is prohibited from using the District's tax identification or employer identification number.
6. An external support group is not an agent of the District and may not represent that it is an agent of, or legally related to, the District.
7. An external support group may not represent or suggest that the District sponsors, endorses, or approves a fundraiser, annual participation fee, or solicitation without the District's written consent.

D. Violations

If a support group violates this Policy, the District may:

1. prohibit the group from using District facilities, soliciting funds on District property and at District-sponsored events, or using the District's name and logo; or
2. take any other action deemed appropriate by the Board.

Legal authority: MCL 380.11a, 380.601a; MCL 400.293

Date adopted:

Date revised:

Series 3000: Operations, Finance, and Property

3400 School Safety and Security

3402 Drills, Plans, and Reports

The Board will take reasonable steps to provide a safe and secure learning environment to protect students and employees.

A. Emergency Drills

The Superintendent or designee will schedule, notify, conduct, report, and post all fire, tornado, and other emergency drills as required by law.

B. Cardiac Emergency Response Plan

The Board will develop, adopt, and provide for annual review a cardiac emergency response plan as required by law. Beginning in the 2025-26 school year, the Board will integrate the cardiac emergency response plan into the protocols of the local emergency response system and emergency response agencies. Beginning in the 2025-26 school year, all high school athletic coaches must be certified in CPR and use of an AED by the American Red Cross, the American Heart Association, or a comparable organization approved by MDE.

C. Drinking Water Management Plan

By January 2025, the Board will develop, adopt, update, implement, and make available upon request a Drinking Water Management Plan as required by law.

D. Cooperation

The Superintendent or designee will act as liaison to work with the School Safety Commission and the Office of School Safety, including to identify model practices for determining school safety measures.

E. Safety and Emergency Plans

The Board will comply with the statewide school information policy, and the Superintendent or designee will provide all reports, information, and notices required by that policy. If the policy does not satisfy the requirements of Revised School Code Section 1308b(3), the Board will develop and adopt an emergency operations plan with public input and participation by at least 1 law enforcement agency having jurisdiction over the District. The statewide school information policy or the emergency operations plan, as applicable, will be reviewed every 2 years in conjunction with at least 1 law enforcement agency having jurisdiction over the District. The Board will notify MDE within 30 days after completing a required review.

F. Reporting Incidents of Crime

Each building principal will collect and update information at least weekly on incidents of crime in the applicable building. At least annually, the Board will post information on its website about incidents of crime in the District and will make this information available to Parents on a per-building basis. Within 24 hours after an incident occurs, the Superintendent or designee will report to the Michigan State Police crimes and attempted crimes identified in MCL 380.1310a(2).

Legal authority: MCL 29.19, 29.19b; MCL 380.1241, 380.1308, 380.1308a, 380.1308b, 380.1310a, 380.1319, 380.1901, et seq.

Date adopted:

Date revised:

Series 4000: District Employment

4100 Employee Rights and Responsibilities

4101 Non-Discrimination

A. Equal Employment Opportunity

The District is committed to equal employment opportunity and compliance with federal, state, and local laws that prohibit workplace **Unlawful Discrimination**, including unlawful harassment and **Retaliation**, based on any protected class or activity. This Policy applies to all aspects of employment, including recruiting, advertising, hiring, training, job placement, evaluation, classification, promotion, transfer, work assignment, compensation, benefits, discipline, demotion, termination, reduction in force, recall, and any other term or condition of employment.

This Policy prohibits discrimination against employees or applicants for employment based on the following protected classes: race, color, national origin, ethnicity, religion, sex (including pregnancy **or related conditions**, gender identity, **or** sexual orientation), height, weight, marital status, age, disability, genetic information, veteran status, military service, or any other legally protected class. This Policy also prohibits **Retaliation** based on a protected activity.

The District prohibits unlawful employment discrimination as required by applicable civil rights statutes, including:

- Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race, color, religion, or national origin;
- Title VII of the Civil Rights Act of 1964, which prohibits discrimination based on race, color, religion, sex (including gender identity, and sexual orientation), or national origin;
- Title IX of the Education Amendments of 1972, which prohibits discrimination based on sex.
- Age Discrimination in Employment Act of 1967 (ADEA), which prohibits discrimination based on age as to persons who are at least 40 years old;
- Equal Pay Act of 1963, which prohibits sex discrimination in payment of wages for persons performing substantially equal work in the same establishment;
- Section 504 of the Rehabilitation Act of 1973 (Section 504), which prohibits discrimination based on disability;
- Americans with Disabilities Act of 1990 (ADA), which prohibits discrimination against qualified persons with disabilities in employment, public service, public accommodations, and telecommunications;

- Pregnancy Discrimination Act of 1978, which prohibits discrimination based on pregnancy, childbirth, or related medical conditions;
- Pregnant Workers Fairness Act (PWFA), which requires covered employers to provide reasonable accommodations to a worker's known limitations related to pregnancy, childbirth, or related medical conditions, unless the accommodation will cause an undue hardship.
- Genetic Information Non-Discrimination Act of 2008 (GINA), which prohibits discrimination based on genetic information as to health insurance and employment;
- Michigan Elliott-Larsen Civil Rights Act of 1976 (ELCRA), which prohibits discrimination based on race, color, national origin, age, sex, pregnancy, sexual orientation, gender identity or expression, religion, height, weight, or marital status;
- Michigan Persons with Disabilities Civil Rights Act of 1976 (MPDCRA), which prohibits discrimination against qualified persons based on disability that is unrelated to that person's ability to perform the duties of a particular position or genetic information; **and**
- Michigan Equal Pay Act, which prohibits discriminatory wage practices based on sex.

The District also complies with and prohibits employment action that violates the following statutes:

- Family and Medical Leave Act of 1993 (FMLA), which requires covered employers to provide up to 12 work weeks of unpaid, job-protected leave to eligible employees for certain family, military, and medical reasons, and up to 26 work weeks to care for a covered service member with a serious injury or illness;
- Michigan Paid Medical Leave Act of 2018 (PMLA), which provides eligible employees paid medical leave for certain reasons;
- Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA), which provides job protection and reemployment rights to individuals who voluntarily or involuntarily leave employment to undertake military service, including military reservists and National Guard members called to duty;
- Public Employment Relations Act of 1947 (PERA), which prohibits a public employer from discriminating against an employee based on membership or non-membership in a labor organization;

- Fair Labor Standards Act of 1938 (FLSA), which establishes minimum wage, overtime pay, record keeping, and youth employment standards affecting employees; and
- Michigan Whistleblower Protection Act of 1980, which protects employees who report a violation or suspected violation of state, local, or federal law and employees who participate in hearings, investigations, or court actions.

B. Reporting Requirements

Any employee who believes he/she has been subjected to behavior that violates this Policy is encouraged to file a complaint promptly with a supervisor. A complaint implicating an individual's civil rights will be investigated pursuant to the procedures outlined in Policy 4104 and 3115-3115H.

Employees with questions about compliance with this Policy and applicable laws should contact the Superintendent or the Employment Compliance Officer(s) identified in Policy 3115B.

Board members, administrators, and supervisors must promptly report incidents of Unlawful Discrimination and Retaliation that he/she observes or about which he/she receives information.

Board members, administrators, or supervisors who receive a complaint alleging a violation of this Policy must promptly report the complaint, in writing, to the Employment Compliance Officer(s) identified in Policy 3115B.

A failure to comply with reporting requirements may result in discipline, including discharge.

C. Employment Discrimination Compliance Training

The District will train administrators, supervisors, and the Employment Compliance Officer(s) on how to address and investigate Unlawful Discrimination and Retaliation complaints.

The District may also provide Unlawful Discrimination and Retaliation training to Board members and employees.

Training may be provided by an outside entity or person approved by the District.

Legal authority: 20 USC 1681 et seq.; 29 USC 206 et seq., 701 et seq., 2601 et seq.; 38 USC 4301 et seq.; 42 USC 2000d et seq., 2000e et seq., 2000ff et seq., 12101 et seq.; H.R. 2617-1626, 117th Cong. § 103(1) (signed into law December 29, 2022); MCL 37.1101 et seq., 37.2101 et seq.; MCL 423.201 et seq.; MCL 750.556; 34 CFR 106.1 et seq.

Date adopted:

Date revised:

Series 4000: District Employment

4100 Employee Rights and Responsibilities

4102 Anti-Harassment

A. Policy Statement

Employees will have the opportunity to work in an atmosphere free from unlawful harassment as defined by state, federal, and local laws.

The District will promptly and thoroughly investigate complaints alleging unlawful harassment and take appropriate action, including discipline, against any person found to have engaged in unlawful harassment.

B. The District's procedures for investigating unlawful harassment are contained in Policy 3115-3115H.

C. Reporting Requirements

Board members, administrators, and supervisors must promptly report incidents of unlawful harassment and Retaliation that he/she observes or about which he/she receives information.

Board members, administrators, or supervisors who receive a complaint alleging a violation of this Policy must promptly report the complaint, in writing, to the Employment Compliance Officer(s) identified in Policy 3115B.

A failure to comply with reporting requirements may result in discipline, including discharge.

Legal authority: 20 USC 1681 et seq.; 29 USC 621 et seq.; 42 USC 1983, 2000d et seq., 2000e et seq., 2000ff et seq., 6101 et seq., 12101 et seq.; 29 CFR 1604.1 et seq., 1635; 34 CFR 106.1 et seq.; MCL 37.1101 et seq., 37.2101 et seq.; MCL 380.1300a

Date adopted:

Date revised:

Series 4000: District Employment

4100 Employee Rights and Responsibilities

4104 Employment Complaint Procedure for Allegations Implicating Civil Rights

This employment complaint procedure for allegations implicating an employee's civil rights is designed to facilitate: (1) prompt notification of alleged Unlawful Discrimination, including unlawful harassment and Retaliation; (2) a prompt and thorough investigation of good faith allegations; and (3) the implementation of appropriate corrective action, if necessary, to eliminate verified Unlawful Discrimination, harassment, and Retaliation from the workplace.

A. Initiating a Complaint

1. A Board member, employee, or employment applicant who believes he/she has been the subject of Unlawful Discrimination, harassment or Retaliation, must timely file a complaint, preferably within 10 business days of the alleged or suspected violation or when the reporter obtained knowledge of the alleged or suspected violation, with the Employment Compliance Officer or applicable coordinator listed in Policy 3115B.
2. A complaint of Unlawful Discrimination, including harassment or Retaliation, may be made verbally or in writing. The complaint will be memorialized on Form 3115-F-1.

B. Investigation Procedures

A written or verbal report (including an anonymous report) of Unlawful Discrimination, including harassment or Retaliation, will be investigated promptly and thoroughly using the Grievance Procedure outlined in Policy 3115E, unless the Complaint is dismissed pursuant to Policy 3115F or informal resolution is reached Pursuant to Policy 3115D.

C. Reports to State or Federal Administrative Agencies

Any person who believes that he/she was the victim of Unlawful Discrimination, including unlawful harassment or Retaliation, may file a complaint with the Michigan Department of Civil Rights (MDCR) or the Equal Employment Opportunity Commission (EEOC) at any time:

Michigan Department of Civil Rights Capitol Tower Building
110 W. Michigan Avenue, Suite 800
Lansing, MI 48933
Phone: 517-335-3165
Fax: 517-241-0546
TTY: 517-241-1965
Email: MDCR-INFO@michigan.gov

Equal Employment Opportunity Commission Patrick V. McNamara Building
477 Michigan Avenue - Room 865
Detroit, MI 48226
Phone: 800-669-4000
Fax: 313-226-4610
TTY: 800-669-6820
Email: info@eeoc.gov

An agency complaint may be filed before, during, or after a complaint is filed with the District, or a person may forego filing a complaint with the District and rely solely on the MDCR or EEOC. The District recommends that a person who has been subjected to **Unlawful Discrimination**, including unlawful harassment or **Retaliation**, also file a complaint with the District to ensure that the District can take steps to prevent further **Unlawful Discrimination**, including unlawful harassment or **Retaliation**, and to discipline the Respondent, if appropriate. The MDCR and EEOC do not serve as an appellate body for District decisions. An investigation by the MDCR or EEOC will occur separately from any District investigation.

Legal authority: U.S. CONST. amend. XIV; 20 USC 1681 et seq.; 29 USC 701 et seq.; 42 USC 2000d et seq., 2000e et seq., 2000ff et seq., 6101 et seq., 12101 et seq.; 29 CFR 1630; 34 CFR 104, 106.1, et seq.; MCL 15.261 et seq.; MCL 37.1101 et seq., 37.2101 et seq.

Date adopted:

Date revised:

Series 4000: District Employment

4100 Employee Rights and Responsibilities

4109 Break Time for Nursing Mothers

Each time an employee needs to express breast milk during the 1-year period after the child's birth, the District will provide reasonable break time for **this purpose** in a place, other than a bathroom, that is shielded from view and free from intrusion by co-workers and the public or additional time may be granted for appropriate cause as determined by the Superintendent or designee. **For non-exempt employees, break time for expressing breast milk will be unpaid unless the employee is not completely relieved from duty during the entirety of the break, or the** employee uses paid break time to which the employee is otherwise entitled under an applicable collective bargaining agreement, individual employment contract, or employee handbook. **A longer accommodation may be available under the Pregnant Workers Fairness Act.**

Legal authority: 29 USC 218d; 34 CFR 106.57

Date adopted:

Date revised:

Series 4000: District Employment

4200 Employee Conduct and Ethics

4201 Employee Ethics and Standards

Employees must act professionally and model high standards of behavior at all times. Employees shall perform their respective duties and responsibilities in a professional manner, using appropriate judgment. Employees must maintain a standard of behavior that reflects positively on their status as District representatives in the community and is consistent with the Michigan Code of Educational Ethics, which is incorporated herein by reference. See:

https://www.michigan.gov/documents/mde/Code_of_Ethics_653130_7.pdf

If an employee is uncertain as to a potential course of conduct, the employee should seek advice from a supervisor before proceeding.

A. Employee Ethical Conduct

Employees must exercise objectively sound and professional judgment when engaging with students, parents/guardians, colleagues, administrators, Board members, and community members. This standard extends to employee conduct on and off school property. Ethical behavior generally includes, but is not limited to:

1. supporting the physical and emotional welfare and safety of students, parents/guardians, colleagues, administrators, Board members, and community members;
2. complying with federal and state law;
3. competently and appropriately performing duties and responsibilities for which the employee is trained or assigned;
4. assigning tasks to District personnel who are qualified and hired to perform the assigned task;
5. refraining from unlawful discrimination, including unlawful harassment, and retaliation as defined by Policy;
6. immediately reporting suspected child abuse or neglect;
7. immediately reporting reasonable cause to believe or suspect abuse, neglect, or exploitation of a vulnerable adult;
8. maintaining confidential information, including student, medical, personnel, financial, and security information, as protected by statute;
9. appropriately using District funds, resources, and technology;

10. maintaining consistent and reliable work attendance, unless excused by the employee's supervisor or the Superintendent or designee, as applicable;
11. engaging in activities or behaviors that enhance the operational and instructional environment;
12. professionally communicating with students, parents/guardians, colleagues, Board members, and community members, including through electronic means;
13. completing time and effort reporting under 4201-AG.
14. abiding by professional, ethical, and licensing standards established by relevant governmental agencies, professional licensing boards, and professional associations, including the Michigan State Board of Education; and
15. self-reporting a criminal charge and plea or conviction, as required by law.

B. Conflict of Interest

Employees shall perform their duties and responsibilities free from a prohibited conflict of interest, unless authorized by the Board or designee. Prohibited conflicts of interest include, but are not limited to:

1. soliciting or accepting anything of value (such as a gift, loan, contribution, or reward), other than compensation received from the District in exchange for services provided to the District, that would influence the employee's judgment when performing the employee's duties;
2. using public funds to purchase alcoholic beverages, jewelry, gifts, fees for golf, or any item the purchase of which is illegal, except as consistent with and permitted by Policy 3205 and Revised School Code Section 1814;
3. using or authorizing the use of the employee's public employment or any confidential information received through public employment to obtain personal, professional, political, or financial gain other than compensation received from the District in exchange for services provided to the District for the employee or a member of the employee's immediate family, or a business with which the employee is associated;
4. using or authorizing the use of District personnel, resources, property, or funds under the employee's care and control other than in accordance with prescribed constitutional, statutory, and regulatory procedures, or using those items for personal, professional, political, or financial gain;
5. providing private services, lessons, tutoring, or coaching for students assigned to the employee for additional remuneration, except as permitted by Policy 4214;

6. engaging in any activity of a sexual or romantic nature with another employee(s) or contractor(s) that the employee supervises, unless the individuals are engaged to be married, married, or cohabitating;
7. engaging in any activity of a sexual or romantic nature on school property or at school-sponsored events;
8. directly or indirectly supervising, making, or contributing to an employment decision pertaining to a relative or significant other, or relative of a relative or significant other (as defined by Policy 4213); and
9. engaging in any other activity that promotes an employee's financial and pecuniary interests over those of the District.

C. Student Fraternization

Employees must establish and maintain professional boundaries with students, including while using personal or District technology. Employees are prohibited from direct or indirect interactions with students that do not reasonably relate to an educational purpose. Employees will behave at all times in a manner supportive of the best interests of students and the District.

Conduct identified below constitutes unprofessional conduct, subjecting the employee to discipline, including discharge, absent express Board or designee authorization. The following list illustrates prohibited behavior involving students but does not describe every kind of prohibited behavior:

1. communicating about alcohol use, drug use, or sexual activity when the discussion is not appropriately related to a specific aspect of the curriculum or the employee's duties;
2. providing drugs, alcohol, tobacco, e-cigarettes, or other items students cannot possess under the District's Student Code of Conduct;
3. commenting about matters involving sex, using double entendre, or making sexually suggestive remarks with no appropriate educational purpose;
4. displaying sexually inappropriate images, materials, or objects;
5. offering or soliciting sexual advice, whether written, verbal, or physical;
6. engaging in any activity of a sexual or romantic nature, including following graduation where the relationship arises out of an employee-student relationship;
7. inappropriate kissing;
8. inappropriately intruding on a student's personal space, such as by touching unnecessarily, moving too close, or staring at a portion of the student's body;

9. communicating directly or indirectly (e.g., by phone, email, text messaging, or social media) on a matter that does not pertain to school unless the employee obtained prior parental consent. Electronic communications with students generally are to be sent simultaneously to multiple recipients and not just to one student except when the communication is clearly school related and inappropriate for persons other than the individual student to receive (e.g., grades);
10. permitting a specific student to engage in conduct that is not permitted or tolerated from other students;
11. inappropriately discussing with a student the student's personal issues or problems that should normally be discussed with a parent/guardian or counselor unless the employee is the student's family member;
12. inappropriately giving a student a personal gift;
13. allowing a student to live in the employee's residence without prior Parent consent unless the student is the employee's family member, a foreign exchange student placed with the employee, or if the employee serves as the student's foster parent or legal guardian;
14. giving a student a ride in the employee's vehicle without appropriate authorization;
15. taking a student on an activity outside of school without first obtaining the express permission of the student's parent/guardian and a District administrator;
16. inviting a student to the employee's home or residence without first obtaining the express permission of the student's parent/guardian;
17. going to a student's home when the student's parent/guardian or an adult chaperone is not present unless the employee is the student's family member; or
18. engaging in any other conduct which undermines the special position of trust and authority between a District employee and a student.

D. Abuse and Neglect

1. **Children: An employee who suspects** child abuse or neglect must: (a) immediately contact Children's Protective Services (CPS), (b) file an appropriate report with that agency as required by the Child Protection Law and Policy 4202, and (c) notify the Superintendent or designee and the building principal or supervisor that the report has been filed.

An employees should consult with their immediate supervisor about their duty to cooperate with CPS investigations or to disclose student records to CPS.

2. Vulnerable Adults: An employee who has reasonable cause to believe or suspect abuse, neglect, or exploitation of a vulnerable adult must: (a) immediately report the matter to Adult Protective Services (APS) consistent with Michigan's Social Welfare Act and Policy 4202, and (b) notify the Superintendent or designee and the building principal or supervisor that the report has been filed.

A reporter's identity will remain confidential unless disclosure is authorized by the reporter's consent or by court order.

An employee should consult with their immediate supervisor about their duty to cooperate with APS investigations or to disclose student records to APS.

Legal authority: MCL 380.11a, 380.601a, 380.634, 380.1308a, 380.1814; MCL 722.621 et seq.; MCL 400.11a.

Date adopted:

Date revised:

Series 4000: District Employment

4200 Employee Conduct and Ethics

4202 *Children's Protective Services (CPS) and Adult Protective Services (APS) Reporting and Student Safety and Welfare*

During the performance of their duties, employees must exercise due care for the safety and welfare of the District's students.

A. Required Reports to CPS, APS, District administration, and Michigan State Police

1. A reporter must: (a) promptly notify the Superintendent or designee and the building principal of the report; and (b) submit an electronic or written report to CPS or APS within the statutory timeframe. Failure to make an immediate report or follow-up with an electronic or written report may result in discipline, including discharge, as well as criminal or civil penalties. CPS and APS may be contacted at 855-444-3911 or www.michigan.gov/mdhhs.

Administrators, teachers, counselors, social workers, psychologists, nurses, physical therapists, physical therapist assistants, occupational therapists, athletic trainers, and others identified as mandatory reporters pursuant to Michigan's Child Protection Law must *immediately* report all instances of suspected child abuse or neglect to CPS. Other employees are also expected to make reports to CPS of suspected child abuse or neglect.

School employees who suspect or have reasonable cause to believe that a vulnerable adult was or is being subjected to abuse, neglect, or exploitation must *immediately* report the matter to APS. A vulnerable adult means a person 18 years of age or older who is unable to protect themselves from abuse, neglect, or exploitation because of a mental or physical impairment or because of advanced age.

2. Employees must promptly report to the building principal or the Superintendent or designee any instances of injury (accidental or intentional), violence, threats of violence, self-harm, hazards, or any other situation that endangers student safety and welfare or raises reasonable concerns as to the safety of students.
3. Employees must promptly report to the building principal or the Superintendent or designee incidents of student bullying and crimes or attempted crimes involving physical violence, gang-related activity, illegal possession of a controlled substance or controlled substance analogue, or other intoxicant, trespassing, and property crimes, including theft and vandalism.

Within 24 hours of an alleged incident, an administrator must make an appropriate report to the Michigan State Police as required by law.

B. Student Safety and Welfare

1. Employees will maintain control and supervision of students to ensure student safety and will take appropriate action if the employee observes an unsafe or dangerous situation.
2. Employees will treat students with respect and maintain appropriate professional boundaries with students both in and out of school. Employees must avoid conduct with students that potentially creates the appearance of an unprofessional, unethical, or inappropriate relationship. Romantic relationships between employees and students are prohibited regardless of the student's age, including following graduation where the relationship arises out of an employee-student relationship.
3. An employee will not assess, diagnose, prescribe, or provide therapy or counseling services to a student unless: (a) the employee is appropriately certified or licensed under Michigan law; and (b) the services are within the employee's job duties. An employee will direct students in need of these services to the appropriate District employee or community resource.
4. Employees will comply with and respect confidentiality of student records and privacy rights, including not posting student information or images online without prior authorization from the employee's supervisor.
5. Employees will not interfere with or adversely impact a parent/guardian's right to determine and direct their student's care, wellbeing, teaching, and education.
6. Pursuant to the state's 2013 Task Force on the Prevention of Sexual Abuse of Children, the Board authorizes the Superintendent or designee to consider and implement all of the following:
 - age-appropriate, evidence-based curriculum and instruction for students in grades pre-K to 5 concerning child sexual abuse awareness and prevention;
 - training for District personnel on child sexual abuse, including but not limited to, training on supportive, appropriate response to disclosure of abuse;
 - providing educational information to parents/guardians on the warning signs of a child being sexually abused and information on needed assistance, referral, or resources;
 - available counseling and resources for students affected by sexual abuse;
 - emotional and educational support for a students affected by sexual abuse; and
 - a review of the system to educate and support personnel who are legally required to report child abuse or neglect.

Legal authority: MCL 380.10, 380.1308, 380.1308a, 380.1310a, 380.1505; MCL 400.11 et seq.; MCL 722.621 et seq.

Dated adopted:

Date revised:

Series 4000: District Employment

4200 Employee Conduct and Ethics

4206 Employment Contracts

Professional Staff, Administrators/Supervisors, and the Superintendent, as defined in Policies 4401, 4501, and 4601, will be employed pursuant to an individual employment contract and any applicable collective bargaining agreement. Non-Exempt Staff, as defined in Policy 4301, will be employed at-will unless an applicable collective bargaining agreement or individual employment contract specifies another standard of employment security.

Employment contracts will comply with applicable laws and regulations. The President or Superintendent or designee, as applicable, should consult with Board legal counsel about contract terms and requirements to ensure compliance with state and federal law.

A. Authority

The President is authorized to execute the Superintendent's contract on behalf of the Board upon Board approval of the contract. Teacher contracts must be approved by the Board and signed on behalf of the District by a majority of the Board, the President and Secretary, or the Superintendent or designee. The Superintendent is authorized to execute employment contracts for Non-Exempt Staff and temporary and substitute employees on the Board's behalf or upon Board approval, where necessary.

B. General Requirements

Individual employment contracts required or permitted under this Policy may contain at least the following, as applicable to the category of employment:

1. employee name;
2. term of employment;
3. annual salary or hourly rate;
4. merit pay and annual evaluation for teachers and required administrator;
5. job title;
6. number of work days and general hours of work;
7. certification and licensing requirements;
8. benefits (health insurance, leave time, etc.);
9. reduction in force and recall;
10. discipline, discharge, and transfer during the contract term;

11. date and employee signature;
12. date and signature of authorized District representative; and
13. an appeal process concerning the evaluation process and rating received as required by Revised School Code Sections 1249 (K-12 certified teachers of record) and 1249b (instructional administrators and the Superintendent); and
14. other terms as necessary to serve the District's interests or that are legally required.

C. Specific Requirements

Professional Staff, Administrator, and Superintendent contracts must comply with the following, as applicable:

1. Superintendent

The contract term will not exceed 5 years, as required by Revised School Code Section 1229.

2. Administrators

For Administrators subject to Revised School Code Section 1229, the contract term will not exceed 3 years and the contract will automatically terminate if the Administrator does not hold the required certification. The Administrator will not have tenure in the administrative position.

The Superintendent or designee will ensure that Administrator contracts are consistent with any applicable collective bargaining agreement. The term "Administrator" includes instructional Supervisors and Directors.

3. Non-Instructional Supervisors or Directors

Unless otherwise required by law, Non-Instructional Supervisors or Directors are not required to hold an Administrator certificate and may be subject to an individual employment contract for up to 3 years.

4. Professional Staff

The Superintendent or designee will ensure that all Professional Staff contracts are consistent with any applicable collective bargaining agreement. Individual teacher contracts will comply with Revised School Code Section 1231. If a teacher seeks appointment to an extracurricular position, the District may enter into a separate written contract for the extracurricular position.

D. Collective Bargaining Agreements

The Board, with the Superintendent or designee, will determine who will represent the Board in labor negotiations. The designated negotiator(s) may sign tentative agreements during bargaining; however, the final agreement is subject to

ratification by the Board. Collective bargaining agreements may be reviewed by legal counsel before bargaining begins.

Legal authority: MCL 380.11a(3), 380.601a(1), 380.623(1)(b), 380.634, 380.1229, 380.1231, 380.1246, 380.1249, 380.1249b

Date adopted:

Date revised:

Series 4000: District Employment

4200 Employee Conduct and Ethics

4209 *Abortion Referrals and Assistance*

A District official, Board member, or District employee shall not refer a student for an abortion or assist a student with obtaining an abortion. This prohibition does not apply to a person who is the parent/guardian of that student.

Legal Authority: MCL 380.11as

Date Adopted:

Date Revised:

Series 4000: District Employment

4200 Employee Conduct and Ethics

4213 *Anti-Nepotism*

A. General

Employment decisions motivated by nepotism, as defined below, are prohibited to avoid conflicts of interest, favoritism, and lost productivity. Employment decisions will be based on qualifications, experience, and other legitimate business reasons. This Policy applies to all categories of employment including regular, temporary, and part-time classifications.

B. Definitions

1. "Nepotism" means favoritism in the workplace based on a relationship with a relative or significant other.
2. "Relative" means a spouse, child, Parent, sibling, grandparent, grandchild, aunt, uncle, first cousin, niece, nephew, or corresponding in-law, step, or adopted relative.
3. "Significant others" means (1) persons engaged to be married, (2) persons involved in a romantic or personal relationship, or (3) persons who are cohabitating.

C. Employment Decisions

The District may employ relatives and significant others in the absence of nepotism. In making employment decisions, including hiring, placement, supervision, directing work, promoting, compensating, evaluating, and disciplining employees who are a relative or significant other, an employee should:

1. disclose the existence of any relationships subject to this Policy to the Superintendent or designee;
2. avoid conflicts of interest, as defined in Policy 4201, and any appearance of a conflict of interest; and
3. avoid favoritism and any appearance of favoritism.

An employee's relative or significant other should not be hired to work in any position in which the Board or designee concludes a conflict of interest or the appearance of a conflict of interest may exist. Relatives and significant others are permitted to work at the District provided one does not report directly to, supervise, evaluate, or manage the other. The Superintendent may make exceptions to this Policy when in the District's best interest with **prompt notice to the Board.**

Supervisors and subordinates who become relatives or significant others while employed may be subject to transfer, reassignment, or other action based on the need for compliance with this Policy.

Legal authority: MCL 380.11a, 380.601a

Date adopted:

Date revised:

Series 4000: District Employment

4200 Employee Conduct and Ethics

4215 *District Technology and Acceptable Use*

The Board provides students, employees, volunteers, and other authorized users access to the District's technology resources, including its computers and network resources, for educational and other District purposes, in a manner that encourages responsible use. Any use of technology resources that violates federal and state law is prohibited.

Employees have no expectation of privacy when using the District's technology resources. Information and records on the District's network may be subject to disclosure under the Freedom of Information Act, and the District may monitor or access employees' electronic files, as deemed necessary.

Employees must not use District technology resources to record students, parents/guardians, or District personnel or to record a non-public meeting, unless performed for a legitimate educational purpose. The recording must be authorized by a supervisor or Policy. Unauthorized recording or dissemination of a recording may be subject to discipline, including discharge.

Employees must not use a password other than their own to access District technology resources unless authorized by a supervisor. Employees must protect their password(s) from being used by others. An employee will be responsible for any misuse if the employee failed to adequately secure their password(s).

District technology resources are provided for District-related services. Employees must minimize personal use of District technology resources and are prohibited from using those resources when doing so interferes with the employee's job responsibilities or District operations.

Requests for District records must be promptly directed to the FOIA Coordinator under Policy 3501. Only authorized employees may disclose District records to third parties unless otherwise permitted by law.

Employees must not permit students to engage in non-instructional computer games, movies, videos, and activities during the work or school day, unless authorized by a supervisor.

Employees must not download unauthorized software or applications.

Employees must immediately notify the District's technology department of any unauthorized access to, misuse of, or interference with the District's technology resources.

Employees must abide by Policy 3116 pertaining to District Technology and Acceptable Use, including complying with the Children's Internet Protection Act and executing an Acceptable Use Agreement.

Legal authority: 47 USC 254; MCL 397.606

Date adopted:

Date revised:

Series 4000: District Employment

4400 Professional Staff

4403 Performance Evaluation

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 must be implemented consistent with Policy 1101.

A. Teachers as Defined by Revised School Code Section 1249 (K-12 certified teachers of record)

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 **must** 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 and Teachers Not Subject to Revised School Code Section 1249

For Non-Teaching Professionals and teachers not subject to Revised School Code Section 1249, 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); MCL 423.215

Date adopted:

Date revised:

Series 4000: District Employment

4400 Professional Staff

4405 *Reduction in Force and Recall*

This Policy must be implemented consistent with Policy 1101.

A. Reduction in Force and Recall for Teachers as Defined by Section 1249 (K-12 certified teachers of record)

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 will 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 4403.
- 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/guardians, 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 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 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 all other factors distinguishing those teachers from each other are equal, seniority (as established by the most recent seniority list for the bargaining unit to which the 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 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 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 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 and Teachers Not Subject to Revised School Code Section 1249

For Non-Teaching Professionals and teachers not subject to Revised School Code Section 1249 who are 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 and teachers not subject to Revised School Code Section 1249, the Superintendent will recommend a reduction in force or recall among those employees using the same standards and procedures as set forth in this Policy for teachers.

C. Unemployment Compensation

A Professional Staff employee 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; MCL 423.215

Date adopted:

Date revised:

Series 4000: District Employment

4400 Professional Staff

4408 Termination

This Policy must be implemented consistent with Policy 1101.

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 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 and Teachers not subject to the Teachers’ Tenure Act (preschool, GSRP, or other teachers if they did not serve a probationary period under the Tenure Act)

Unless otherwise provided by a collective bargaining agreement or individual employment contract, a Non-Teaching Professional or teacher who is not subject to the Teachers’ Tenure Act 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 **or teacher** to the Board. The recommendation will include the reason(s) for the proposed termination.

Non-Teaching Professionals **or teachers** 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

4400 Professional Staff

4409 Non-Renewal

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 must be implemented consistent with Policy 1101.

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, or the probationary teacher may be nonrenewed, if the teacher does not receive 3 consecutive effective ratings during the probationary period.

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. The Board may make such a reduction if it determines that it is in the District’s best interest considering factors such as the teacher’s employment history; certifications, approvals, or authorizations; experience in subject matter or grade level; professional development, training, and academic preparation; and any other relevant factors as determined by the Board.

B. Non-renewal

1. Probationary teacher non-renewal is subject to the non-renewal procedures specified in the Teachers’ Tenure Act. This Policy will 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.
 - F. Teachers who are not subject to the Teachers' Tenure Act may be non-renewed at the discretion of the Board for any lawful reason subject to an applicable collective bargaining agreement or individual employment contract.

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

Date adopted:

Date revised:

Series 4000: District Employment

4500 Administrators/Supervisors

4503 Performance Evaluation

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 must be implemented consistent with Policy 1101.

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 **and appeal** 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.

The Administrator's individual employment contract will include an appeal process concerning the evaluation process and rating received.

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:

Series 4000: District Employment

4500 Administrators/Supervisors

4507 Termination

For purposes of this Policy, “termination” refers to a proposed action to discharge or permanently discontinue the employment of an Administrator, Supervisor, or Director during the term of an individual employment contract. Non-renewal at contract expiration is not a termination under this Policy and is addressed in Policy 4508.

Unless otherwise provided by an applicable collective bargaining agreement or individual employment contract, an Administrator, Supervisor, or Director may be terminated for any lawful reason. Off-duty conduct may result in termination if it adversely impacts the District and is not a legally protected activity.

The applicable collective bargaining agreement or individual employment contract will set forth the procedure for terminating an Administrator, Supervisor, or Director. If the applicable collective bargaining agreement or individual employment contract does not set forth a procedure, then the Superintendent or designee will provide written charges in support of the recommendation for discharge and notice of the Board hearing date, time, and location, to the Administrator, Supervisor, or Director in advance of a Board meeting on the charges. The employee may request a hearing in closed session, but the Board’s decision on the termination recommendation must be made in open session. If the employee requests a hearing, the employee has the right to bring legal counsel or another representative of the employee’s choice (at the employee’s expense) to hear and contest the evidence supporting the termination recommendation and to submit evidence in support of the employee’s retention.

The Board resolution or written correspondence identifying the reason(s) for the Board’s decision on termination will be placed in the employee’s personnel file.

If the employee holds tenure rights as a classroom teacher and the District seeks to terminate those tenure rights, the District will comply with the Teachers’ Tenure Act.

Legal authority: MCL 38.71 et seq.; MCL 380.1229(2), 380.1229(3)

Date adopted:

Date revised:

Series 4000: District Employment

4600 The Superintendent

4603 Performance Evaluation

Performance evaluations for the Superintendent are an essential element of providing quality educational services and measuring job performance and effectiveness. This Policy does not diminish the Board's authority or ability to either terminate the Superintendent's employment during the term of the Superintendent's employment contract or to non-renew the Superintendent's contract at its expiration.

The Board will ensure that the Superintendent is evaluated based on a performance evaluation system described in Revised School Code Sections 1249 and 1249b and the individual employment contract. The evaluation may include, where appropriate or required by law, the following components:

- A. an annual evaluation process that meets statutory standards and is based on objective criteria;
- B. an annual evaluation by the Board, unless the Superintendent qualifies for a biennial evaluation, provided that this does not limit the Board's right to conduct more frequent evaluations where deemed appropriate by the Board;
- C. an improvement plan if the Superintendent is evaluated as developing or needing support, or otherwise at the Board's discretion;
- D. student growth and assessment data or student learning objectives, as defined by Revised School Code Section 1249;
- E. an evaluation and feedback provided in writing with an overall effectiveness rating of effective, developing, or needing support;
- F. dismissal of a Superintendent rated ineffective or needing support on 3 consecutive evaluations;
- G. a midyear progress report for each year that the Superintendent is evaluated that includes specific performance goals for the remainder of the year and any recommended training identified by the Board;
- H. a 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;
- I. opportunity for a Superintendent rated needing support to request a review consistent with the procedure for other administrators under Revised School Code 1249b;
- J. website posting of required information pertaining to the evaluation tool;
- K. providing appropriate training for Board members; and

- L. other components that the Board deems relevant, important, or in the District's best interests.

The Superintendent's individual employment contract will include an appeal process concerning the evaluation process and rating received.

The Board, in its discretion, may provide periodic scheduled feedback about the Superintendent's performance.

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

Date adopted:

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5100 Student Rights

5103 Search and Seizure

School officials may search a student and the student's belongings if they have reasonable suspicion that the search will reveal contraband or evidence of a violation of law, Board Policy, or rule. In rare cases, school officials may conduct a search without reasonable suspicion if there is an imminent threat of physical harm or death.

A reasonable suspicion search must be justified at its inception and reasonable in its scope. A search is justified at its inception when school officials have reasonable grounds to suspect that the search will uncover contraband or evidence of a violation of law, Policy, or rule. A search is reasonable in scope when the measures used are reasonably related to the search objectives and are not excessively intrusive in light of the student's age and sex and the nature of the infraction.

School officials are not required to have reasonable suspicion to search lockers or other District property. See Policy 5102.

The District may use detection dogs to search for contraband on District property consistent with Policy 3107.

A breath alcohol test is a search and may be administered upon reasonable suspicion that a student has consumed or is under the influence of alcohol. For voluntary, noncurricular school activities (e.g., school dances), suspicionless breath alcohol tests may be administered for student health and safety purposes if students and their parent/guardians have been provided advance written notice.

Strip searches are prohibited.

The building principal or designee will turn over to law enforcement any confiscated dangerous weapons, as defined in Policy 5206. For all other confiscated contraband and evidence, the building principal or designee may turn the item over to law enforcement or store it in a secure place at school until a disciplinary hearing.

This Policy does not apply to any outside entity that may require drug or breath alcohol testing as a condition of participation. See Policy 5105.

Legal authority: MCL 380.1306, 380.1313(2)

Date adopted:

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5100 Student Rights

5105 *Collaboration with Outside Entities*

The District may, from time to time, collaborate with outside entities to offer programming to students. Nothing in these Board Policies, including, without limitation, protocols for student searches and seizures, student discipline, interrogation of students, and seclusion and restraint, may be interpreted to interfere with any rule, regulation, or policy imposed by an outside entity with which the District cooperates or collaborates, except as otherwise prohibited by law.

Date adopted:

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5200 Student Conduct and Discipline

5202 *Unlawful Discrimination, Harassment, and Retaliation Against Students*

The District prohibits unlawful discrimination. “Unlawful Discrimination” includes unlawful harassment and retaliation, unless specifically stated otherwise. The District will investigate all allegations of Unlawful Discrimination and will take appropriate action, including discipline, against any person who, following an investigation, is determined to have engaged in Unlawful Discrimination.

Complaints alleging Unlawful Discrimination, harassment, and Retaliation against a student will be investigated using the process outlined in Policies 3115-3115H.

The identities of the District’s Title IX Coordinator, Section 504 Coordinator, and Civil Rights Coordinator are listed in Policy 3115B.

A. Student Handbooks

The Superintendent or designee will include in student handbooks a statement explaining the District’s policy against Unlawful Discrimination, including unlawful harassment and Retaliation. This statement must include an explanation of types of Unlawful Discrimination, examples of harassment, reporting requirements, and consequences as described in this Policy.

B. Reporting Requirements

District personnel must immediately report incidents of alleged Unlawful Discrimination, including incidents that District personnel witness or about which they receive reports or information, regardless of whether the incidents are verbal, visual, or physical, and whether the incidents also constitute harassment, bullying, or hazing.

District personnel who witness an act of Unlawful Discrimination must intervene immediately, unless circumstances would make intervention dangerous. A person who is unable to intervene should promptly attempt to find another person who is able to intervene, contact a building administrator, or contact law enforcement, as the situation requires.

Any student who witnesses an act of Unlawful Discrimination is encouraged to report it to District personnel. No student will be retaliated against based on any report of suspected Unlawful Discrimination. A student may also anonymously report an incident of Unlawful Discrimination. The District will investigate anonymous reports to the extent possible pursuant to Policies 3115-3115H or Policy 3118, as applicable. Minor students do not need Parent permission to file a Complaint or participate in the Grievance Procedure described in Policies 3115-3115H and 3118.

C. Office for Civil Rights

Any person who believes that he or she was the victim of Unlawful Discrimination may file a complaint with the Office for Civil Rights (OCR) at any time:

U.S. Department of Education
Office for Civil Rights
1350 Euclid Avenue, Suite 325
Cleveland, Ohio 44115
Phone: (216) 522-4970
E-mail: OCR.Cleveland@ed.gov

An OCR complaint may be filed before, during, or after filing a Complaint with the District. A person may forego filing a Complaint with the District and instead file a complaint directly with OCR. The District recommends that a person who has been subjected to Unlawful Discrimination also file a Complaint with the District to ensure that the District is able to take steps to prevent any further discrimination and to discipline the alleged perpetrator, if appropriate. OCR does not serve as an appellate body for District decisions. An investigation by OCR will occur separately from any District investigation.

Legal authority: 20 USC 1400 et seq., 1681 et seq.; 29 USC 206 et seq., 621 et seq., 701 et seq., 794, 2601 et seq., 6101 et seq.; 38 USC 4301 et seq.; 42 USC 1983, 2000d et seq., 2000e et seq., 2000ff et seq., 6101 et seq., 12101 et seq.; 29 CFR 1604.1 et seq., 1635; 34 CFR 106.1, et seq.; MCL 37.1101 et seq., 37.2101 et seq.

Date adopted:

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5200 Student Conduct and Discipline

5203 Hazing

Hazing is prohibited. Hazing is an intentional or reckless act directed against a student that endangers the student's physical or mental health or safety that is done for the purpose of pledging, being initiated into, affiliating with, participating in, holding office in, or maintaining membership in any organization, activity, team, or social group. This Policy applies regardless of a student's consent, permission, or assumption of risk. Any student who engages in hazing may be subject to discipline.

Hazing includes, but is not limited to:

- physical brutality or punishment (e.g., whipping, beating, striking, branding, or placing a harmful substance on a student's body);
- physical activity that subjects a student to an unreasonable risk of harm or that adversely affects a student's physical or mental health or safety (e.g., sleep deprivation, exposure to the elements, confinement in a small space, or undressing or exposing a student);
- consumption of food, liquid, alcohol, drugs, or other substance that subjects a student to an unreasonable risk of harm or that adversely affects a student's physical or mental health or safety;
- an activity that induces, causes, or requires a student to commit a crime or an act of hazing;
- intentional humiliation or embarrassment of a student;
- detention or seclusion of a student; and
- other activities that subject a student to an unreasonable risk of harm or that adversely affect a student's physical or mental health or safety.

Legal authority: MCL 750.411t

Date adopted:

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5200 Student Conduct and Discipline

5204 *Student Appearance and Dress Code*

Student dress, cleanliness, or personal appearance that is a threat to the safety, health, or welfare of students or others; violates any statute or Policy 5101; or substantially disrupts the educational environment or that school officials reasonably forecast will substantially disrupt the educational environment, is grounds for remedial or disciplinary action. The Superintendent or designee will develop and publish specific dress code regulations consistent with **the law and** this Policy.

Legal authority: MCL 37.2101 et.seq.

Date adopted:

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5200 Student Conduct and Discipline

5206 Student Discipline

A. Student Discipline - Generally

The Board is committed to providing students and staff with a safe learning environment free from substantial disruption. Consistent with this commitment, the District may discipline students who engage in misconduct, up to and including suspension or expulsion from school.

The District will take steps to effectively discipline students in a manner that minimizes out-of-school suspensions and expulsions. The District will comply with applicable laws related to student discipline, including the consideration of specific factors and possible use of restorative practices.

B. Applicability

This Policy applies to student conduct that occurs:

1. on District property;
2. at a school-sponsored or school-related event;
3. on a school bus or vehicle;
4. while traveling to or from school, including at a bus stop; and
5. at any other time or place if the conduct has a nexus to the school, substantially disrupts the school environment, or as permitted by law.

C. Student Code of Conduct

The Superintendent or designee will develop, regularly update, and annually publish a student code of conduct in all student handbooks. The student code of conduct must:

1. identify offenses that may result in discipline;
2. identify possible disciplinary consequences for each offense, which may, if appropriate, include suspension or expulsion;
3. be consistent with applicable state and federal laws and Board Policies; and
4. include a copy of Policy 5206E entitled "Suspension from Class, Subject, or Activity by Teacher."

D. Definitions

For purposes of this Policy:

1. “suspend” or “suspension” means a disciplinary removal from school for less than 60 school days;
2. “expel” or “expulsion” means a disciplinary removal from school for 60 or more school days;
3. “restorative practices” means practices that emphasize repairing the harm to the victim and the school community caused by a student’s misconduct; and
4. “Mandatory 7 Factors” means the following:
 - a. the student’s age;
 - b. the student’s disciplinary history;
 - c. whether the student has a disability;
 - d. the seriousness of the behavior;
 - e. whether the behavior posed a safety risk;
 - f. whether restorative practices are a better option; and
 - g. whether lesser interventions would address the behavior.

E. Restorative Practices

Before suspending or expelling a student (except a student who possesses a firearm in a weapon-free school zone), teachers, administrators, and the Board must first determine whether restorative practices would better address the student’s misconduct, recognizing the Board’s objective of minimizing out-of-school suspensions and expulsions. Likewise, teachers, administrators, and the Board must consider whether restorative practices should be used in addition to the suspension or expulsion. Restorative practices, which may include a victim-offender conference, should be the first consideration to remediate offenses such as interpersonal conflicts, bullying, verbal and physical conflicts, theft, damage to property, class disruption, harassment, and cyberbullying.

All victim-offender conferences must be conducted consistent with state and federal law and Policies. No student who claims to be the victim of unlawful harassment may be compelled to meet with the alleged perpetrator of the harassment as part of a restorative practice.

F. Discretionary Suspension or Expulsion

Under Michigan law, a suspension of 10 or fewer school days is presumed to be reasonable. A suspension of more than 10 school days or an expulsion is, in most circumstances, presumed not to be justified. Before imposing a suspension or an expulsion, administrators or the Board must consider the Mandatory 7 Factors.

1. Building Administrators - 10 or fewer days

The Board delegates to all building administrators the authority to suspend a student for up to 10 school days consistent with the student code of conduct.

A building administrator may also suspend a student for up to 10 school days pending further investigation and possible further disciplinary consequences, including a longer-term suspension or expulsion.

Before exercising this authority, the building administrator must consider the Mandatory 7 Factors.

Additionally, before suspending a student for any length of time, the building administrator must provide the student due process as described in Policy 5206A. If the student is a student with a disability, the student's discipline is also subject to Policy 5206B.

2. Superintendent - Less than 60 school days

The Board delegates to the Superintendent the authority to suspend a student for less than 60 school days consistent with the student code of conduct. Before exercising this authority, the Superintendent must consider the Mandatory 7 Factors.

Any time the Superintendent finds that a suspension of more than 10 school days is warranted, the Superintendent must base the rationale on the Mandatory 7 Factors and explain the rationale in writing.

Additionally, before suspending a student for any length of time, the Superintendent must provide the student due process as described in Policy 5206A. If the student is a student with a disability, the student's discipline is also subject to Policy 5206B.

3. Board - Suspension or Expulsion

The Board may suspend or expel a student for an offense consistent with the student code of conduct.

Before exercising this authority, the Board must consider the Mandatory 7 Factors.

Any time the Board finds that a suspension of more than 10 school days or expulsion is warranted, the Board must base the rationale on the Mandatory 7 Factors and explain the rationale in writing.

Before exercising this authority, the Board must provide the student due process as described in Policy 5206A. If the student is a student with a disability, the student's discipline is also subject to Policy 5206B.

G. Criminal Sexual Conduct – Discretionary Suspension or Expulsion

If a student commits criminal sexual conduct, as defined in Revised School Code Section 1311, against another student enrolled in the District and expulsion is not mandatory under Policy 5206 H.3, the District may suspend or expel the student even if the student has not been criminally charged, subject to consideration of the Mandatory 7 Factors.

Before exercising this authority, the District must provide the student due process as described in Policy 5206A. If the student is a student with a disability, the student's discipline is also subject to Policy 5206B.

H. Mandatory Suspension or Expulsion

Building principals and other administrators must refer all incidents that may result in a mandatory suspension or expulsion to the Superintendent or designee for transmission to the Board. As explained below, the Board recognizes that in some circumstances it may choose not to suspend or expel a student. Nothing in this section may be construed as limiting the Board's discretion to suspend or expel a student for any offense that the student code of conduct identifies as possibly resulting in suspension or expulsion.

1. Possession of a Dangerous Weapon

a. Possession of a Firearm

If a student possesses a firearm in a weapon-free school zone, the Board will permanently expel the student unless the student demonstrates, in a clear and convincing manner, at least one of the following:

- the student was not possessing the firearm to use as a weapon or to deliver, either directly or indirectly, to another person to use as a weapon;
- the student did not knowingly possess the firearm;
- the student did not know or have reason to know that the firearm constituted a "dangerous weapon"; or
- the student possessed the firearm at the suggestion, request, or direction of, or with the express permission of, school or police authorities.

If a student demonstrates one of the above circumstances in a clear and convincing manner and the student has not been previously suspended or expelled from school, the Board will not expel the student unless the Board finds that, based on the circumstances, expulsion is warranted.

b. Possession of a Dangerous Weapon (Other than a Firearm)

If a student possesses a dangerous weapon (other than a firearm) in a weapon-free school zone, the Board will consider whether to permanently

expel the student or to impose a less severe penalty after first considering the Mandatory 7 Factors.

The Board is not required to expel a student for possession of a dangerous weapon (other than a firearm) if the student demonstrates, in a clear and convincing manner, at least one of the following:

- the student was not possessing the instrument or object to use as a weapon or to deliver, either directly or indirectly, to another person to use as a weapon;
- the student did not knowingly possess the weapon;
- the student did not know or have reason to know that the instrument or object constituted a “dangerous weapon”; or
- the student possessed the weapon at the suggestion, request, or direction of, or with the express permission of, school or police authorities.

If a student demonstrates one of the above circumstances in a clear and convincing manner and the student has not been previously suspended or expelled from school, the Board will not expel the student unless the Board finds that, based on the circumstances, expulsion is warranted.

c. Applicable Definitions for Dangerous Weapon Offense

“Weapon-free school zone” means school property and a vehicle used by a school to transport students to or from school property.

“School property” means a building, playing field, or property used for school purposes to impart instruction to children or used for functions and events sponsored by a school, except a building used primarily for adult education or college extension courses.

“Dangerous weapon” means a firearm, dagger, dirk, stiletto, knife with a blade over 3 inches in length, pocket knife opened by a mechanical device, iron bar, or brass knuckles.

“Firearm” means (i) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (ii) the frame or receiver of any such weapon; (iii) any firearm muffler or firearm silencer; or (iv) any destructive device. “Firearm” does not include an antique firearm, as defined by 18 USC § 921.

“Destructive device” means (i) any explosive, incendiary, or poison gas (including a bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or similar device); (ii) any type of weapon (other than a shotgun or a shotgun shell that the Attorney General finds is

generally recognized as particularly suitable for sporting purposes) by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and (iii) any combination of parts either designed or intended for use in converting any device into a destructive device and from which a destructive device may be readily assembled.

d. Additional Procedures for Dangerous Weapon Expulsion

The Superintendent or designee must ensure that if a student is expelled for possession of a dangerous weapon, the student's permanent record reflects the expulsion. The Superintendent or designee must refer a student who is expelled for possession of a dangerous weapon to the county department of social services or the county community mental health agency and notify the student's parent/guardian (or the student, if the student is at least age 18 or is an emancipated minor) of the referral within 3 calendar days of the expulsion. The Superintendent or designee must also make a referral to local law enforcement and contact the student's parent/guardian immediately any time a student is found to have brought a dangerous weapon to school or possessed a dangerous weapon at school, at a school related activity, or in a school vehicle. If a District official confiscates a dangerous weapon, the District official will give the dangerous weapon to law enforcement and will not release the dangerous weapon to any other person, including the legal owner.

Unless reinstated pursuant to Revised School Code Section 1311(6), a student expelled by another district or public school academy for possession of a dangerous weapon may not enroll in the District.

2. Arson

If a student commits arson as defined in Revised School Code Section 1311, in a school building or on school grounds, the Board will consider whether to permanently expel the student or to impose a less severe penalty after first considering the Mandatory 7 Factors.

The Superintendent or designee must ensure that if a student is expelled for committing arson, the student's permanent record reflects the expulsion. The Superintendent or designee must refer a student who is expelled for committing arson to the county department of social services or the county community mental health agency and notify the student's parent/guardian (or the student, if the student is at least age 18 or is an emancipated minor) of the referral within 3 calendar days of the expulsion.

Unless reinstated pursuant to Revised School Code Section 1311(6), a student expelled by another district or public school academy for committing arson may not enroll in the District.

3. Criminal Sexual Conduct

If a student commits criminal sexual conduct as defined in Revised School Code Section 1311, in a school building or on school grounds, or pleads to, is convicted of, or is adjudicated for criminal sexual conduct against another student enrolled in the District, the Board will consider whether to permanently expel the student or to impose a less severe penalty after first considering the Mandatory 7 Factors.

The Superintendent or designee must ensure that if a student is expelled for committing criminal sexual conduct, the student's permanent record reflects the expulsion. The Superintendent or designee must refer a student who is expelled for committing criminal sexual conduct to the county department of social services or the county community mental health agency and notify the student's parent/guardian (or the student, if the student is at least age 18 or is an emancipated minor) of the referral within 3 calendar days of the expulsion.

Unless reinstated pursuant to Revised School Code Section 1311(6), a student expelled by another district or public school academy for committing criminal sexual conduct may not enroll in the District.

4. Physical Assault

a. Physical Assault Against Employee, Volunteer, or Contractor

If a student in grade 6 or above commits a physical assault at school against an employee, volunteer, or contractor and the victim reports the physical assault to the Board or to a school administrator or, if the victim is unable to report the assault, another person makes the report on the victim's behalf, the Board will consider whether to permanently expel the student or to impose a less severe penalty after first considering the Mandatory 7 Factors.

The Superintendent or designee must ensure that if a student is expelled for physically assaulting an employee, volunteer, or contractor, the student's permanent record reflects the expulsion. The Superintendent or designee must refer a student who is expelled for physically assaulting an employee, volunteer, or contractor to the county department of social services or the county community mental health agency and notify the student's parent/guardian (or the student, if the student is at least age 18 or is an emancipated minor) of the referral within 3 calendar days of the expulsion.

Unless reinstated pursuant to Revised School Code Section 1311a(5), a student expelled by another district or public school academy for physically assaulting an employee, volunteer, or contractor may not enroll in the District.

b. Physical Assault Against Another Student

If a student in grade 6 or above commits a physical assault at school against another student and the physical assault is reported to the Board or to an administrator, the District will consider whether to suspend or expel the student or to impose a less severe penalty after first considering the Mandatory 7 Factors.

A resident student in grade 6 or above who is currently expelled by another district or public school academy for committing a physical assault against another student may request to enroll in the District. The Superintendent or designee will consider the request along with any information the Superintendent or designee determines relevant. The Superintendent or designee may either grant or deny the request. The Superintendent's decision is final.

c. Applicable Definitions for Physical Assault

- i. "Physical assault" means intentionally causing or attempting to cause physical harm to another through force or violence.
- ii. "At school" means in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event whether or not it is held on school premises.

5. Bomb Threat or Similar Threat

If a student in grade 6 or above makes a bomb threat or similar threat directed at a school building, other District property, or at a school-related event, the District will consider whether to suspend or expel the student or to impose a less severe penalty after first considering the Mandatory 7 Factors.

A resident student in grade 6 or above who is currently expelled by another district or public school academy for making a bomb threat or similar threat may request to enroll in the District. The Superintendent or designee will consider the request along with any information the Superintendent or designee determines relevant. The Superintendent or designee may either grant or deny the request. The Superintendent's decision is final.

I. Victims of Alleged Sexual Assault

The District will not expel a student or suspend a student for more than 10 days for an action the student took immediately preceding, immediately following, or that could reasonably be tied to an incident in which the student was sexually assaulted or an incident in which the student reports being sexually assaulted, an incident where another person witnesses and reports the student's sexual assault, or an incident for which school officials receive credible information that the student was sexually assaulted. This subsection does not apply if:

- The student is convicted of, pleads guilty or responsible to, or is adjudicated responsible for aggravated assault, assault with intent to commit murder,

assault with intent for great bodily harm, assault with intent to maim, attempted murder, homicide, manslaughter; or criminal sexual conduct;

- The student commits an act described in Section H.1 through H.3 of this Policy;
- A Title IX investigation conducted pursuant to [Policy 3118](#) concludes by clear and convincing evidence that the report of sexual assault was false; or
- The Board or the Superintendent determines, after considering the Mandatory 7 factors, that a longer-term suspension or expulsion is warranted.

In determining whether to suspend a student described in this section, the District will consider the recommendations of the District's Title IX Coordinator, as applicable.

J. Statewide School Safety Information Policy (SSSIP) & Law Enforcement Reporting

The Superintendent or designee must notify law enforcement when required by the SSSIP and make all other reports and provide all other notifications required by the SSSIP or any state or federal law. Nothing in this Policy limits the ability of a school administrator to contact law enforcement at any other time.

K. Educational Programming During Suspension or Expulsion

Except as otherwise required by law or as provided in this Policy, a student who has been suspended or expelled may not be on school property, attend classes or other school functions, or participate in extracurricular activities during the student's suspension or expulsion without written permission from the Superintendent or designee. District personnel may assist students who have been suspended or expelled to explore alternative means, as allowed by law, to earn credit and to complete coursework during the period of the student's suspension or expulsion.

Legal authority: 18 USC 921; 20 USC 1401 et seq., 7151; 29 USC 705, 794-794b; MCL 380.1308-1310, 380.1310a, 380.1310c, 380.1310d, [380.1310e](#), [380.1311](#), 380.1311a, 380.1312, 380.1313

Date adopted:

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5300 Student Enrollment, Attendance, and Records

5301 *Compulsory Attendance, Absenteeism, and Truancy*

A. Required Attendance

Every person residing in the District who has legal or actual charge or control of a child who is of mandatory attendance age must ensure that the child regularly attends a public or private school or is receiving a home-school education unless the child has satisfied District graduation requirements or is otherwise exempt from Michigan's compulsory attendance requirements.

B. Mandatory Attendance Age

A child who is or will turn 6 years old before December 1 of the current school year and who has not turned 18 years old is of mandatory attendance age.

C. Exceptions

A parent/guardian of a child who is at least 16 years old may provide the District with written notice that the child has permission to stop attending school. Upon receipt of the written notice, the child will be exempt from this Policy.

D. Excused Absences

The following absences will be considered excused if they are confirmed by communication to the school from the student's parent/guardian:

- the student's physical or mental illness (verification from a physician, physician assistant, or nurse practitioner is required after 4 consecutive days of absence for illness);
- severe weather;
- medical appointments for the student;
- death or serious illness of the student's family member;
- attendance at a funeral, wedding, or graduation;
- appearance at court or for other legal matters;
- observance of religious holidays of the student's own faith;
- college planning visits; and
- personal or family vacations.

E. Excessive Absenteeism and Truancy

When a student has 10 unexcused absences in any term or semester, the building principal or designee will provide written notice to the student's parent/guardian encouraging the student's regular daily attendance and explaining the truancy process.

If the Superintendent or designee determines that a student is repeatedly absent from school without valid excuse, is failing, or has behavior problems, and attempts to confer with the student's parent/guardian have not been successful, the Superintendent or designee may request the attendance officer who has jurisdiction in the District to send notice to the parent/guardian requiring the parent/guardian to meet with District personnel to discuss the matter.

When a student is absent 10% of the school year, the building principal or designee will notify the attendance officer who has jurisdiction in the District. Once notified, the attendance officer will investigate each case of nonattendance and will take all other steps permitted and required by law.

The building principal or designee may impose additional consequences for excessive absenteeism, consistent with the student handbook or published grading procedures.

Legal authority: MCL 380.1561 et seq.

Date adopted:

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5300 Student Enrollment, Attendance, and Records

5303 *Student Enrollment and Withdrawal*

A. Student Enrollment

The District will enroll a student who is:

- a legal resident of the District or otherwise entitled by Michigan law to enroll in the District;
- under court jurisdiction and is placed in foster care if the Department of Health and Human Services or a child placing agency determines that the child should be enrolled in the District, regardless of residency;
- eligible to enroll as a schools-of-choice student under these Policies and Michigan law;
- the resident of another district with the consent of the resident district if, in the Superintendent's discretion, the student should be enrolled;
- the resident of another district as permitted and authorized by law if, in the Superintendent's discretion, the student should be enrolled;
- homeless, if the student has a right to enroll in the District pursuant to applicable law and Policy 5307;
- the child of a custodial parent/guardian assigned to active-duty military service if the child's noncustodial parent/guardian or person serving *in loco parentis* for the child resides in the District and the child's custodial parent/guardian has provided a legally valid power of attorney;
- approved as a foreign exchange student pursuant to Policy 5306;
- a legal resident of a district that has contracted with the District for the student's educational services; or
- legally entitled to attend the District on a part-time basis.

The District may independently verify a student's residency status or eligibility for enrollment. The Superintendent or designee may pursue all available legal options, including referral to law enforcement, against any person who provides false or misleading enrollment information.

A person enrolling a student must provide the following within 30 calendar days after enrollment:

- a copy of the student's birth certificate; or
- other reliable proof of the student's identity and age and an affidavit explaining the inability to produce a copy of the student's birth certificate.

If the required documentation is not timely provided, the District will, after providing 30 calendar days' notice to the person enrolling the student, refer the matter to local law enforcement. The District will immediately report to law enforcement any affidavit that appears inaccurate or suspicious.

As a condition of enrollment, a person enrolling a student must provide documentation of the student's required immunizations or a valid immunization waiver pursuant to Policy 5713. Failure to submit the required documentation will result in the student's exclusion from school.

The District will, consistent with Policy 5714, request the student's oral health assessment information during the enrollment process for students enrolling for the first time in kindergarten or first grade.

Within 14 calendar days after a transfer student enrolls, the building principal or designee must send a written request to the student's previous school requesting a copy of the student's school record.

A student who is or will be 20 years old on September 1 of the school year, or who has earned a high school diploma or GED, may not enroll in or continue to attend school in the District, except for a student with a disability, a student enrolling in an approved adult education or dropout recovery program, or when otherwise required by law.

Except for a student with a disability or a student enrolling in an approved early childhood program, a student who will not be 5 years old on December 1 of the school year may not enroll in or attend school in the District without the Superintendent's express written permission.

A student's placement, including building assignment and grade level, will be determined pursuant to Policy 5411.

B. Student Withdrawal

The District will disenroll a student upon receipt of either written notice from a parent/guardian of intent to withdraw or a records request from another school. If at the time of receipt of a notice of disenrollment there are pending disciplinary proceedings against the student involving potential suspension or expulsion, the District may elect to complete those proceedings.

Legal authority: MCL 380.1135, 380.1147, 380.1148, 380.1148a

Date adopted:

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5400 Curriculum, Instruction, and Parent/Guardian Involvement

5409 Academic Credits and Graduation

A. Graduation Requirements

A student must successfully complete all graduation requirements to earn a high school diploma. The Superintendent will ensure that the District's required credits and graduation criteria are consistent with state law and annually published in applicable student handbooks.

B. Personal Curriculum

In some cases, it may be appropriate to modify the Michigan Merit Curriculum for a student. Modifications may only be made in accordance with state law. The parent/guardian of a student who has completed grade 9 or a student who has reached age 18 may request a personal curriculum. A parent/guardian of a student with a disability under the Individuals with Disabilities Education Act may request a personal curriculum before the student has completed grade 9.

A teacher or school counselor may request that the District consider providing a student with a personal curriculum. If requested by a teacher, the teacher must currently teach or have expertise in a subject area proposed to be modified by the personal curriculum or the building principal must determine that the teacher has qualifications relevant to developing a personal curriculum.

In all cases, a student's personal curriculum must be developed in accordance with state law.

The District will annually notify parents/guardians of their ability to request a personal curriculum.

C. Earning Credit

The District will grant credit to a student who successfully completes a course. Successful completion means that the student has met content expectations of the state- or District-approved subject area content standards for the course by obtaining a D- or higher grade in the course based, in part, on at least 1 state- or District-approved assessment.

Alternatively, the District will grant equivalent credit for a required Michigan Merit Curriculum course if the student earns a qualifying score, as determined by MDE or by the District, on a state- or District-approved assessment (i.e., "testing out").

The District will grant equivalent credit for a course if the student demonstrates a reasonable level of mastery by achieving a C+ or better on the final examination for the course or, if there is no final examination, by demonstrating subject area content knowledge by obtaining a C+ or better on an alternative assessment, such

as a portfolio, performance, paper, project, presentation, or other established means. A student who earns credit in a course by “testing out” will not earn a grade in the course, and the credit will not be considered for determining grade point average or any honors earned based on grade point average.

The District will grant a student credit toward a diploma or alternative certificate if the student successfully completes, before entering high school, a state-mandated curriculum requirement by demonstrating proficiency on the content expectations for that curriculum requirement, either through successfully completing the course or by testing out.

Once a student earns credit in a course, either by successfully completing the course or by testing out, the student may not earn additional credit for the course or for a lower level course in the same subject.

The Board will recognize credits earned at other public schools and at accredited nonpublic schools. For students transferring from a home school program, the Superintendent or designee will assess whether the home school credit reflects proficiency in state and District content expectations for each course for which the student seeks to transfer credit. If the Superintendent or designee determines that the student is proficient in the subject area content, the District will award transfer credit.

Legal authority: MCL 380.1278a, 380.1278b, 380.1279b

Date adopted:

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5400 Curriculum, Instruction, and Parent Involvement

5415 *Summer School*

The District may offer a summer school program to provide additional educational opportunities for students who need remedial instruction, credit recovery, or enrichment experiences. Students enrolled in summer school are subject to Board policies, rules, laws, behavioral expectations, and applicable student codes of conduct.

Date adopted:

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5400 Curriculum, Instruction, and Parent/Guardian Involvement

5416 Homebound and Hospitalized Instruction

The District will provide an enrolled student with instruction in the student's home, hospital, or licensed treatment facility if both of the following requirements are met:

- A. The student's parent/guardian submits a homebound/hospitalized instruction form which includes verification by a legally authorized healthcare provider of a medical condition that requires the student to be hospitalized or confined to the home during regular school hours for a period longer than 5 consecutive school days. A student who is able to attend school for part of the day is not eligible for homebound instruction; and
- B. The student is physically able to participate in instruction while hospitalized or confined to the home.

Homebound instruction is not intended to replicate the classroom experience. For most students, the District will provide a minimum of 2 45-minute sessions per week with a certificated teacher. For students with disabilities under the Individuals with Disabilities Education Act (IDEA), the District will provide a minimum of 2 nonconsecutive hours per week with a certificated teacher. Homebound instruction may be supplemented with a variety of in-person and distance learning services, as determined appropriate by the Superintendent or relevant educational team.

For students with disabilities under IDEA, the District will, as soon as possible, either convene an IEP Team meeting or amend a student's IEP without a meeting and with parent/guardian agreement to consider the appropriate services to be provided in the least restrictive environment.

The District will provide homebound and hospitalized instruction consistent with state law and MDE guidance.

Legal authority: MCL 388.1709; Mich Admin Code R 340.2(11), 340.2(12), 340.1746; *Providing Homebound and Hospitalized Educational Services for Michigan Public School Pupils*, as amended; Michigan Pupil Accounting Manual

Date adopted:

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5500 School Sponsored and Extracurricular Activities

5510 *Student-Initiated, Non-Curricular Clubs*

Students may voluntarily form clubs that are not directly related to the curriculum. Membership in a student-initiated, non-curricular club must be open to all interested and eligible District students, and the club may not refuse membership to a student based on any protected classification under state or federal law.

Students seeking to create a student-initiated, non-curricular club must first obtain approval from the building principal. If the building principal denies approval, the students seeking to create the club may submit a written appeal to the Superintendent or designee within 5 school days after the denial. The Superintendent or designee must make a decision on the appeal within 15 school days after receiving the appeal. **The appeal decision is final.**

Student-initiated, non-curricular clubs may not conduct activities on school property without prior permission from the building principal. Student initiated, non-curricular clubs are permitted to meet on school property only before or after the school day, or during lunch periods; they are not permitted to meet during instructional time. Meetings may not materially and substantially interfere with the orderly conduct of the school's educational activities or violate any Policy or state or federal law.

The District may assign a staff member to be present in a supervisory, but not participatory, capacity at meetings or activities of student-initiated, non-curricular clubs. Persons not affiliated with the District may not direct, conduct, control, or regularly attend meetings or activities of student-initiated, non-curricular clubs.

No public funds may be expended on behalf of the student-initiated, non-curricular clubs covered by this Policy except for the incidental cost of meeting space.

The District will comply with all applicable laws related to student-initiated, non-curricular clubs, including but not limited to the provisions of the Equal Access Act and the Boy Scouts of America Equal Access Act, and will not discriminate against or deny access to clubs or other groups protected by the applicable laws.

Legal authority: 20 USC 4071; 20 USC 7905; MCL 380.1299

Date adopted:

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5700 Student Health and Safety

5701 Abuse and Neglect

A. Child Abuse and Neglect

Mandated reporters must immediately report all instances of suspected child abuse or neglect pursuant to Michigan's Child Protection Law and Policy 4202. All other employees, volunteers, and contractors who are not mandated reporters are also expected to immediately report all instances of suspected child abuse or neglect.

The District will cooperate with Children's Protective Services (CPS) during an investigation of suspected child abuse or neglect. Cooperation may include allowing CPS access to a student without Parent consent if CPS determines access is necessary to complete the investigation or prevent abuse or neglect. The District will not impose conditions on the investigator or investigation beyond what is permitted by law.

Before a CPS investigator is given access to a student, the building principal or designee will verify the investigator's credentials.

The building principal or designee may be present for the student's interview, at the discretion of CPS. If CPS seeks to remove a student from school, the building principal or designee will: (1) provide CPS with the student's Parent phone number and address; and (2) request that the CPS official sign a statement certifying that the student is being removed because of safety-related concerns. If the CPS official refuses to or is unable to sign the requested certification, the building principal or designee will document the removal, including the name(s) of the CPS official(s) removing the student, the stated reason(s) given for the removal, the identity of the person(s) witnessing the removal, and the date and time of the removal.

The District may share student records with CPS only as permitted by Policy 5309 and the Family Educational Rights and Privacy Act.

If the District makes a report to CPS, the District will maintain a copy of the written report with the reporter's identity redacted. The reporter's identity will remain confidential unless disclosure is authorized by the reporter's consent or by court order.

"Mandated reporter" means a physician, dentist, physician's assistant, registered dental hygienist, medical examiner, nurse, person licensed to provide emergency medical care, audiologist, psychologist, marriage and family therapist, licensed professional counselor, social worker, licensed master's social worker, licensed bachelor's social worker, registered social service technician, social service technician, a person employed in a professional capacity in any office of the friend

of the court, school administrator, school counselor or teacher, law enforcement officer, member of the clergy, or regulated child care provider who has reasonable cause to suspect child abuse or child neglect.

B. Vulnerable Adults

All school employees must report suspected abuse, neglect, or exploitation of a vulnerable adult consistent with Michigan's Social Welfare Act.

The District will cooperate with an Adult Protective Services (APS) investigation to the extent required by law. The District may share student records with APS only as permitted by Policy 5309 and the Family Educational Rights and Privacy Act.

If the District makes a report to APS, the District will maintain a copy of the written report with the reporter's identity redacted. The reporter's identity will remain confidential unless disclosure is authorized by the reporter's consent or by court order.

Legal authority: 20 USC 1232g; MCL 722.621 et seq.; MCL 400.11a

Date adopted:

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5700 Student Health and Safety

5707 School Wellness Policy

The District is committed to providing a school environment that enhances opportunities for learning and lifelong wellness.

A. Nutrition Promotion and Education Goals

All students will receive nutrition education annually that is aligned with the Michigan Health Education Grade Level Content Expectations and the Michigan Merit Curriculum Guidelines for Health Education. Teaching healthy eating behaviors will be part of the curriculum.

The District promotes healthy food and beverage choices for students. The District will implement evidence-based healthy food promotion techniques through:

1. offering school meal programs; and
2. publicizing foods and beverages that meet or exceed the USDA Smart Snacks in School nutrition standards. The District will collaborate with public and private entities to promote student wellness.

The District will make water available to students throughout the school day.

B. Physical Activity Goals

The District will offer physical education programs that are designed to equip students with the knowledge, skills, and values necessary for lifelong physical activity. Physical education instruction will be aligned with the Michigan Physical Education Grade Level Content Expectations and the Michigan Merit Curriculum Guidelines for Physical Education.

Students will have the opportunity to participate regularly in supervised physical activities, either organized or unstructured, intended to maintain physical fitness and an understanding of the benefits of a physically active and healthy lifestyle.

The District strives to provide physical activity breaks for all students, including recess for elementary students and before and after school activities, and encourages students to use active transport (e.g., walking, biking).

The District encourages Parents/guardians to support their students' participation in physical activity, to be physically active role models, and to include physical activities in family events.

C. Goals for Other School-Based Activities Designed to Promote Student Wellness

The District may partner with community members or groups to implement this Policy. The District will also:

1. participate in state and federal child nutrition programs as appropriate;
2. allow other health-related entities to use school facilities for activities such as health clinics, screenings, and wellness events consistent with Policy 3304;
3. use evidence-based strategies to develop, structure, and support student wellness; and
4. create environments conducive to healthy eating, physical activity, and conveying consistent health messages.

D. Standards and Nutrition Guidelines for All Foods and Beverages Sold to Students on the School Campus and During the School Day

The District will ensure that students have access to foods and beverages that comply with applicable laws and guidelines including, but not limited to, the USDA Nutrition Standards for School Meals and the USDA Smart Snacks in School nutrition standards.

The District will offer students a variety of age-appropriate, healthy food and beverage selections including fruits, vegetables, and whole grains aimed at meeting the nutrition needs of students within their calorie requirements to promote student health and reduce childhood obesity.

E. Standards for All Foods and Beverages Provided, But Not Sold, to Students During the School Day

The District may provide a list of healthy food and beverage alternatives to parents/guardians, teachers, and students for classroom parties, rewards and incentives, or classroom snacks. The District discourages the use of unhealthy food and beverages as a reward or incentive for performance or behavior.

F. Food and Beverage Marketing

Marketing and advertising is allowed on school grounds or at school activities only for foods and beverages that meet or exceed the USDA Smart Snacks in School nutrition standards. Food and beverage fundraising and marketing that occurs at events outside of school hours need not comply with the USDA Smart Snacks in School nutrition standards.

In-school fundraising events must comply with Policy 5501 and MDE's Non-Compliant Food Fundraiser Guidance, which permits 2 fundraisers per week, per school building that do not comply with USDA Smart Snacks in School nutrition standards. In-school fundraising events may last up to 1 day and may not be held in the food service area during meal times.

Equipment that currently displays noncompliant marketing materials (e.g., scoreboard with soft drink logo) need not be immediately removed or replaced. As the District reviews and considers new contracts and as durable equipment, like scoreboards, is replaced or updated, any food or beverages marketed and

advertised will meet or exceed the USDA Smart Snacks in School nutrition standards.

G. Wellness Committee

The District will form a Wellness Committee to establish goals for, oversee, and periodically review and update school health policies and programs. The Wellness Committee will also oversee this Policy's implementation.

The Wellness Committee will represent all school buildings and include, to the extent possible, parents/guardians, students, food service representatives, physical and health education teachers, school and community health care professionals, and community members. The Board encourages community participation in the Wellness Committee. When possible, membership will also include Supplemental Nutrition Assistance Program education coordinators.

H. Implementation and Oversight

The Superintendent or designee is responsible for ensuring that each school building complies with this Policy.

The Board will review this Policy at least every 3 years to determine compliance, progress, and the extent to which this Policy compares to model school wellness policies. Parents/guardians, students, school employees, school health professionals, Board members, and community members may provide input to the District during the Wellness Policy review process.

A copy of this Policy will be maintained in the District's administrative offices and posted on the District's website. The Superintendent or designee will maintain all legally required documentation for implementation of this Policy.

The Superintendent or designee will annually provide notice about this Policy and any updates to the community.

I. School Meal Program

1. Delinquent Meal Charge Debt and Bad Debt

The District is required to make reasonable efforts to collect unpaid meal charges of current students. The building principal or designee will contact households about unpaid meal charges and may establish payment plans and due dates by telephone, e-mail, or other written or oral communication. If these collection efforts are unsuccessful, the District may pursue any other methods to collect delinquent debt of current students as allowed by law. Collection efforts may continue into a new school year.

Unpaid meal charges of inactive students, such as graduated students and students no longer enrolled at the District, that are not collected by the end of the school year will be classified as bad debt. No later than December 31 of the

following school year, non-federal funds will be used to reimburse the school meal program for the amount of bad debt.

2. Elimination of “Lunch Shaming”

The District will strive to eliminate any form of “lunch shaming.” “Lunch shaming” is the public identification or stigmatization of students who cannot pay for a school meal. In furtherance of this goal, the District prohibits the following:

- a. requiring a student who cannot pay for a school meal or who has unpaid meal charges to wear a wristband or handstamp;
- b. requiring a student to dispose of a meal after it has been served because the student cannot pay for the meal or has unpaid meal charges;
- c. communicating directly with a student about unpaid meal charges unless the District has attempted but has been unable to contact the student’s parent/guardian by telephone, e-mail, or other written or oral communication;
- d. requiring a student to perform chores or other labor to pay a student meal debt; and
- e. discussing a student’s unpaid meal charges in the presence of other students.

3. Meal Charge Policy

The District’s policy on charged meals is:

If a student has no funds available to pay for a meal, the student will be provided a meal, and the student’s account will be charged.

Students who qualify for free meals will not be denied a reimbursable meal, even if they have accrued a negative balance from other food purchases.

The District will encourage parents/guardians to complete financial eligibility forms as part of the student enrollment process to determine eligibility for free or reduced-price meals.

The Board directs the Superintendent to include this Policy in the student handbook and to distribute it to parents/guardians.

Date adopted:

Date revised:



DEXTER COMMUNITY SCHOOLS BOARD OF EDUCATION

Bates School, 2704 Baker Road, Dexter, Michigan 48130
(734) 424-4100 fax (734) 424-4111
www.dexterschools.org

2025-2026 Meeting Schedule

Guidelines for public participation are on the [Board of Education website](#). Upon request to the Superintendent, the District shall make reasonable accommodation for a person with disabilities to be able to participate in meetings.

All meetings are held at the Bates School Board Room at 7:00 PM unless otherwise noted.

| <u>DAY</u> | <u>DATE</u> | <u>HOLIDAYS / NO SCHOOL DAYS</u> |
|------------|--------------|----------------------------------|
| Monday | July 14 | Business Meeting |
| Monday | August 11 | |
| Monday | August 25 | Labor Day Sept. 1 |
| Monday | September 15 | |
| Monday | October 6 | |
| Monday | October 20 | |
| Monday | November 3 | |
| Monday | November | |
| Monday | 17 December | Winter Break = Dec. 22 - Jan. 2 |
| Monday | 8 January 12 | |
| Monday | January 26 | |
| Monday | February 9 | |
| Monday | February 23 | |
| Monday | March 9 | |
| Monday | March 23 | Spring Break March 30-April 3 |
| Monday | April 13 | |
| Monday | April 27 | |
| Monday | May 4 | |
| Monday | May 18 | Memorial Day = May 25 |
| Monday | June 8 | |
| Monday | June 22 | |

Note: Additional Board of Education workshop(s) and special meetings may be set during the year and will be posted prior to meetings. **Meetings scheduled or changed after the calendar adoption are indicated by bold print.**

RESOLUTION IN SUPPORT OF CTE MILLAGE

Dexter Community Schools, Michigan (the "District").

A regular meeting of the board of education (the "Board") of the District was held in the Bates Boardroom, in the District on the 23rd day of June, 2025, 7 o'clock in the p.m.

The Meeting was called to order by Elise Bruderly, President.

Present: Members

Absent: Members

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

WHEREAS:

- 1. Sections 681 and 682 of the Revised School Code of 1976, as amended, authorize an intermediate school district to place the question of authorizing millage for career and technical ("CTE") education purposes; and
- 2. Washtenaw Intermediate School District, Michigan (the "ISD") intends to place a question to voters to levy not to exceed 1 mill for 10 years for its CTE program at an election to be held on Tuesday, November 4, 2025; and
- 3. This Board desires to express its support for the CTE millage proposal.

NOW, THEREFORE, BE IT RESOLVED THAT:

- 1. This District supports and encourages the ISD's submission of the levy of 1 mill for CTE purposes for a period of ten (10) years, 2026 to 2035, inclusive, to the voters at an election to be held in each of the constituent districts located within the ISD on Tuesday, November 4, 2025.
- 2. All resolutions and parts of resolutions insofar as they conflict with the provisions of this resolution be and the same are hereby rescinded.



Ayes: Members

Nays: Members

Resolution declared adopted.

Secretary, Board of Education

The undersigned duly qualified and acting Secretary of the Board of Education of Dexter Community Schools, Michigan, hereby certifies that the foregoing constitutes a true and complete copy of a resolution adopted by the Board at the Meeting, the original of which is part of the Board's minutes. The undersigned further certifies that notice of the Meeting was given to the public pursuant to the provisions of the "Open Meetings Act" (Act 267, Public Acts of Michigan, 1976, as amended).

DRAFT

Michigan Career Development Targets

⚠ Legislatively Required

☑ Recommended

Early Childhood - Career Awareness ☑

Target 1: Career Zones

Introduce students and families to the six Michigan career zones.

Target 2: Career Awareness

Connect learning to Michigan career zones through career awareness activities.

Target 3: Family Engagement

Engage students and families in classroom and out-of-school activities to support career awareness.

Elementary - Career Awareness ⚠

Target 1: Career Zones

Familiarize students and families with the six Michigan career zones and provide opportunities for career discovery.

Target 2: Academic Connections

Connect academic content to Michigan career zones and embed across curriculum.

Target 3: Career Awareness

Engage students in career awareness activities.

Target 4: Family Engagement

Provide family engagement opportunities including out-of-school activities to support career awareness.

Middle School - Career Exploration ⚠

Target 1: Career Clusters

Introduce the 17 Michigan career clusters to students and families.

Target 2: Academic Connections

Connect academic content in all classes to the Michigan career clusters and embed across curriculum.

Target 3: Career Exploration

Acquire career, postsecondary, and employment knowledge.

Target 4: Family Engagement

Provide family engagement opportunities to support career exploration.

Target 5: Career Interests

Use inventories to generate self-awareness and identify personal motivations related to work, income, and lifestyle.

Target 6: Career Planning

Initiate an Educational Development Plan (EDP) and provide orientation to the purpose of the Talent Portfolio; review and revise each year.

High School - Career Preparation ⚖️

- 142 -

Target 1: Career Clusters and Pathways

Provide students and families with opportunities for in-depth exploration of the Michigan career clusters and the related career pathways.

Target 2: Academic Connections

Connect academic content in all classes to Michigan career clusters and career pathways and embed them across the curriculum to establish relevancy.

Target 3: Career Preparation

Increase student knowledge about career options, job outlooks, training, and education opportunities; demonstrate career-ready practices (also referred to as employability skills or soft skills).

Target 4: Family Engagement

Provide family engagement opportunities to support career preparation.

Target 5: Career Assessments

Use career assessments to identify student interests, skills, aptitudes, and values and assist students in applying the results to their career goals.

Target 6: Career Planning

Assist students in making informed choices about education, career, and lifestyle options.

Target 7: Educational Development Plan (EDP)

Ensure students review and revise the [EDP](#) each year to identify evolving career development goals and related academic requirements, including [MI Merit Curriculum](#) requirements that may be fulfilled through [career and technical education](#). [MCL380.1278a](#), [MCL380.1278b](#)

Target 8: Talent Portfolio

Gather and record information in a Talent Portfolio to showcase the student experiences, proficiencies, certifications, and accomplishments to demonstrate marketable skills to a prospective employer or admissions committee.

Postsecondary - Career Training Beyond High School ☑️

Target 1: Personalized Career Activities

Create a personalized plan based on guided pathways to connect student interests, strengths, and goals to postsecondary options.

Target 2: Career Planning

Include career planning and academic advising in the guided postsecondary student experience; educate families about their role in the student's success.

Target 3: Career Preparation

Identify and direct students in resume building opportunities including student life activities, volunteer experiences, internships, networking, and development of employability skills.

Target 4: Talent Portfolio Evolution

Recognize the high school transcript, credentials earned, and prior learning as an important component of the student's academic experience.

July 29, 2024

Contact: Juan Ochoa, ochoajm@umich.edu

Disparities in career, technical education access found in Washtenaw County

ANN ARBOR—Significant inequalities in career and technical education access have been found across Washtenaw County school districts, according to a report by the Youth Policy Lab at the University of Michigan.

The analysis, titled "Inequities in CTE Access in Washtenaw County," examines the availability of career and technical education programs and underscores the difficulties economically disadvantaged students and students of color face in accessing these vital educational opportunities.

"Access to career and technical education in Washtenaw County is limited. Compared with state averages, students here have access to fewer programs," said lead author [Brian Jacob](#), the Walter H. Annenberg Professor of Education Policy at U-M.

Key Findings:

- Limited overall access: Students across all demographic groups in Washtenaw County generally have access to fewer CTE programs compared to the statewide average of 13.8.
- Inequitable access: Economically disadvantaged, Black and Hispanic students have access to fewer CTE programs on average compared to their more affluent and white peers.
- District-dependent access: The availability of CTE programs is heavily influenced by the specific district and school a student attends. Economically disadvantaged, Black and Hispanic students are less likely to have CTE programs available at their schools.
- Disparities in high-demand programs: Access to high-skill, high-wage and in-demand CTE programs is uneven across districts.
- Consortium advantage: Students in districts that are part of the South and West Washtenaw Consortium benefit from greater access to CTE programs than those in districts outside the consortium.

The report provides insights into the unique CTE landscape of Washtenaw County. Unlike many other communities in Michigan, Washtenaw County does not fund its CTE programs through a countywide millage. Instead, local districts either operate programs independently or collaborate through consortium-based agreements, leading to sharp divisions in student access.

Data for the study was primarily drawn from the 2017-18 academic year and supplemented with additional figures from the 2022-23 academic year to provide updated context. Although overall CTE program access has improved since 2017-18, significant disparities remain, Jacob says.

Proposed strategies:

- Unifying CTE entities or systems to develop a cohesive approach across the county.
- Creating more opportunities within comprehensive high schools and at neutral site locations.

- Addressing transportation and scheduling barriers to improve student access to CTE programs.
- Considering new funding models.

The report suggests that any solutions should focus on increasing both access and enrollment, particularly for underserved populations. Additionally, aligning CTE offerings with high-demand, high-wage occupations in the region is crucial for maximizing economic benefits for students.

The report also emphasizes that access to training for jobs with the highest labor market demand and earning potential is highly segregated across the county.

"To the extent that participation in a CTE program might make it more likely that a student will secure a job in that field, these results suggest that the distribution of CTE programming in Washtenaw County serves as a barrier to equitable economic opportunity," Jacob said.

Washtenaw ISD commissioned the report as part of its goal to address deep seated inequities in the county educational system. The educational service agency, along with the local school districts, are committed to ensuring students explore their interests and develop the skills and knowledge necessary to access high wage, high skill and in demand occupations.

Washtenaw ISD is currently planning a series of working groups to gather input from community members as they design an ideal countywide CTE system. If you are interested in participating in these discussions, contact WISD CTE Director Ryan Rowe at rowe@washisd.net.

The [Youth Policy Lab](#) at the University of Michigan conducts applied research in collaboration with policymakers and practitioners to enhance outcomes for Michigan youth. This report is part of their ongoing efforts to provide data-driven insights that inform public policy decisions.

Report: [Inequities in CTE Access in Washtenaw County](#)



Press Release



FOR IMMEDIATE RELEASE

Date: January 15, 2025

Contact: [Bob Wheaton](#), Director of Public and Governmental Affairs, 517-241-4395
[Ken Coleman](#), Department Spokesperson, 517-241-4395

More Funding Needed for Career Tech Programs, State Board of Education Says

Despite Increased Enrollment, Opportunity Lacking for Some Students

LANSING – Michigan needs to invest further in career and technical education (CTE) programs so that more children have opportunities to prepare for high-wage and high-skills careers, State Board of Education members said in a [resolution](#) approved on Tuesday.

The resolution calls for the legislature and Gov. Gretchen Whitmer to provide additional funding to local and intermediate school districts to open new high-quality career and technical education programs—particularly those in CTE deserts where participation in the programs is much lower than expected and in areas with opportunity gaps—to ensure equitable access across all schools.

CTE programs prepare students for careers in areas ranging from agriculture to skilled trades, to public safety, to science, technology, engineering and mathematics.

“Students who complete CTE programs gain valuable, practical skills and the opportunity to start exciting careers after high school and to build a strong foundation for success in post-secondary education,” said Board President Dr. Pamela Pugh. “All Michigan students deserve access to these opportunities, regardless of their race, socioeconomic status, or where they live.”

Over the next five years, an additional investment is needed to expand opportunities for students who, because of funding, geography, transportation, and cultural barriers, have not been able to access state-approved career-tech programming.

CTE provides students with work-based learning experiences to help Michigan develop and maintain a highly skilled, sustainable workforce.

CTE programs contribute to meeting several goals in [Michigan's Top 10 Strategic Education Plan](#), the board resolution says. Included are Goal 4, to expand secondary learning opportunities for all students; Goal 5, to increase the percentage of all students who graduate from high school; and Goal 6, to increase the percentage of adults with a post-secondary credential.

"In addition to preparing students for rewarding careers, CTE courses can also keep some children engaged at school so they are able to graduate and improve their life outcomes," said State Superintendent Dr. Michael F. Rice. "Students enrolled in CTE programs have significantly higher high school graduation rates and higher earnings in the labor market. They acquire skills that prepare them for successful career entry, advancement, and/or continuing education—including college—for high-wage, high-demand careers."

Enrollment in CTE programs has not only recovered from a decline during the pandemic, but now exceeds enrollment from before COVID. In the 2023-24 school year, 112,156 students enrolled in CTE programs, the third year of increases totaling more than 9,000 students, or 9%, since the 2020-21 school year enrollment of 102,988 at the low point of the pandemic and more than the pre-pandemic, 2019-20 school year enrollment of 111,073.

CTE completers, students who finish an entire series of courses in a given career area rather than a single course or two, have also increased the last three years, a total increase of more than 8,000 students, or 19% from 44,226 in 2020-21 to 52,625 in 2023-24, and greater than not only the 2019-20 pre-pandemic number of 50,416 but also any single year pre-pandemic.

###



Inequities in CTE Access in Washtenaw County

AUTHORS:

Brian A. Jacob

Jeremy Guardiola

KEY FINDINGS:

1. Access to Career and Technical Education (CTE) is limited. All students in Washtenaw County, from every demographic group, have access to fewer programs on average when compared to the state.
2. Access to CTE is inequitable. Economically disadvantaged, Black, and Hispanic students have less overall access to CTE programming compared to their more affluent and White peers.
3. Access to any program is dependent on which district and building a student attends. Economically disadvantaged, Black, and Hispanic students are less likely to attend schools with at least one on-campus CTE program.
4. Access to high skill, high wage, and in demand programs varies across districts and is inequitable.
5. Strategies to address these inequities could include merging entities or systems, facilitating opportunities within comprehensive high schools and neutral site locations, addressing local transportation and scheduling issues, and funding models.

INTRODUCTION

This report is a continuation of the Youth Policy Lab's (YPL) examination of access to career and technical education (CTE) programming. Whereas our 2022 policy brief titled [How Access to CTE Varies Across Michigan Schools and Students](#) analyzed this topic throughout the entire state of Michigan, the analyses presented here focus on Washtenaw County. Our previous brief highlighted key racial and socioeconomic access gaps to CTE programs, and Washtenaw Intermediate School District (WISD) Superintendent Naomi Norman and WISD CTE Director and Career Education Planning District (CEPD) Administrator Ryan Rowe approached YPL to help them understand the extent to which those gaps exist in Washtenaw County.

Washtenaw County provides an interesting context in which to study CTE access. In some ways, Washtenaw County closely resembles the rest of the state.¹ Roughly three out of every four residents are White and about one out of every eight are Black. Approximately 13% of the county lives in poverty. However, these county-level averages mask significant demographic variation across localities within Washtenaw County. For example, one-quarter of Ypsilanti's population is Black while the same is true of less than one percent of residents in Dexter, Chelsea, and Whitmore Lake. Ann Arbor exhibits high levels of both college degree attainment (77.2% among adults age 25 and older – roughly 1.5 times the county average) and poverty (22.5%).

This demographic variation interacts with CTE funding and delivery models (see below for further details) in ways that offer important policy implications. Unlike most ISDs in Michigan, WISD does not levy a CTE millage to fund its programs. Instead, its local districts operate programs independently and according to various consortium-based agreements. **Whereas most other ISDs use their millages to fund countywide CTE centers to which all students have access, there are stark boundaries in WISD that determine which students can enroll in which programs.** In other words, the community in which a student lives determines the set of CTE programs available to them.

As we have argued in our other reports, there is plenty of empirical evidence to suggest that CTE benefits students in meaningful ways. For example, researchers have found that participation in CTE is associated with increased likelihood of on-time high-school graduation.^{2,3,4} Other evidence suggests that CTE is also correlated with positive labor market outcomes like increased wages and employment rates in some fields.^{5,6} The question of whether all students have the opportunity to enroll in these programs and begin developing career skills, then, is an important one.

CTE FUNDING AND DELIVERY IN WISD

Students in Michigan can enroll in CTE programs at their home high school or travel to an off-site location (if there are any available) to enroll in a program. Off-site locations can include other comprehensive high schools, contracted program sites (e.g., beauty schools and community colleges), or standalone CTE centers.

There are two CTE funding and delivery models in Washtenaw County. Three local districts operate their

own programs independently while the rest belong to the South and West Washtenaw Consortium (SWWC). Table 1 describes these systems in further detail and explains their implications for students' access to CTE programming. See Appendix 1 for a map of all local districts in Washtenaw County and the CTE programs they offered in the 2022-23 school year.

TABLE 1: CTE Funding and Delivery in Washtenaw County

| | CTE Program Operated by | |
|---|--|--|
| | South and West Washtenaw Consortium | Individual Local Districts |
| Description | A group of neighboring local districts agree to let students travel across borders to participate in CTE programming | A local district operates programs that it may or may not make available to external districts |
| Local Districts | Chelsea, Dexter, Lincoln, Manchester, Milan, Saline | Ann Arbor, Whitmore Lake, Ypsilanti |
| Program Enrollment Eligibility | Grade-eligible students attending one of the local member districts | Operating district decides |
| Slot Allocation Method | Based on a school's share of the consortium's 9-12th grade enrollment | Operating district decides |
| Funding Sources (Beyond State and Federal) | Negotiated tuition fee for visiting students | Negotiated tuition fee for visiting students (if applicable) |
| Administrative Entity | The local district that hosts a given program (multiple within consortium) | The local district |

DATA

To allow for comparisons with the statewide statistics published in our 2022 brief, our sample and methodology in this report remain the same for most of the tables and figures presented below. We restrict our analyses to the 2017-18 school year and include all school types (e.g., alternative schools and public academies) in addition to traditional comprehensive high schools. Students are assigned to a high school (i.e., their “home” or “own” school) according to the building in which they spent most of their instructional time during the 2017-18 academic year.

Programs are defined at the program-by-building level, which readers may know as a PSN (i.e., program serial number). These are unique numbers that distinguish courses offered at different locations. For example, the welding program in school A might be PSN 1234 while the welding program at school B is 1235.

We create measures of CTE availability based on known rules and observed enrollment patterns in MDE data. First, we assume that students are eligible to enroll in all programs offered within their home high school. Second, we consider a PSN at other schools to be available to students from a particular sending school if there is a pattern across

years of students from the sending school attending that program. A key advantage of this approach is that it ignores programs that are technically available “on paper” but that students do not or cannot attend in reality.

There are 29 schools included in our analysis. See Appendix 2 for the full list.

Note that we also include figures at the end using data from the 2022-23 academic year. We received the underlying data for these figures from Superintendent Norman and Director Rowe to supplement the core analyses in this report. Readers should be aware that these figures relax some of the aforementioned historical enrollment requirements used to determine cross-campus enrollment eligibility. (They do, however, include all public high schools regardless of school type.) This is largely due to complications caused by the COVID-19 pandemic. As such, readers should consider this second set of figures as snapshots from a single year and avoid making direct comparisons to the core figures.

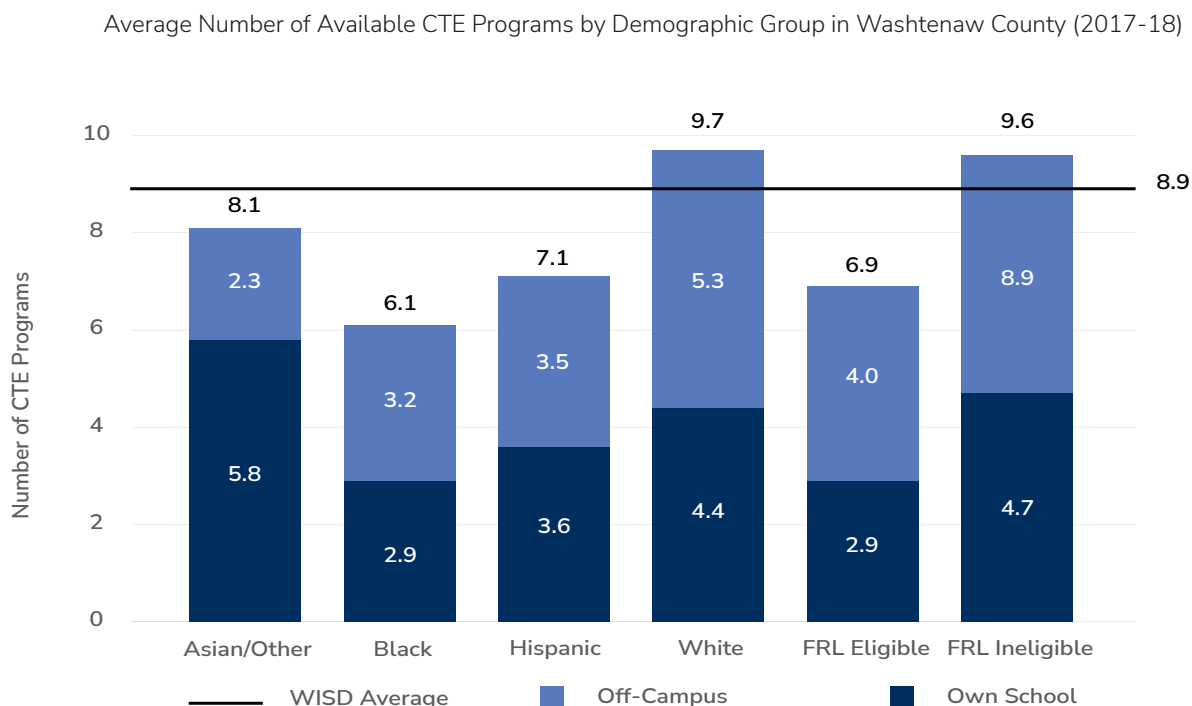
RACIAL AND SOCIOECONOMIC INEQUITIES IN CTE ACCESS

The average student in Washtenaw County has access to approximately nine programs, as shown in Figure 1. There is significant variation across racial and socioeconomic groups. Whereas the average White student has 9.7 programs available, their Asian, Black, and Hispanic peers have 8.1,

6.1, and 7.1 programs available on average. The average student who does not qualify for free or reduced-price lunch (FRL; our proxy for socioeconomic status) can access roughly 2.7 more programs than students who do qualify for FRL (9.6 vs 6.9, respectively).

INEQUITIES IN CTE ACCESS IN WASHTENAW COUNTY

FIGURE 1: White and More Affluent Students Have Greater Access to CTE



There are a few notable departures from the statewide numbers. First, **all students from every demographic group in Washtenaw County have access to fewer programs than the statewide average of 13.8 programs.** Second, although the size of the socioeconomic gap is roughly consistent, there are greater racial disparities in Washtenaw County. Whereas Black students were the only group in the statewide analysis to have below-average access, in Washtenaw County White students are the only racial group who exceed the overall average. Furthermore, while Black students across the state average 1.6 fewer programs than all students combined, that gap widens to 2.8 fewer programs in Washtenaw County (where there are also fewer programs available overall).

Group averages can hide important sources of variation. Figures 2 and 3 show the distribution of program availability for different groups across five bins. As noted on the bottom axes, each bin (or bar) corresponds to a different number of available CTE programs; the height of each bar represents the share of students from each group who can access a number of programs within that bin's range. These figures help to explain whether the group differences in Figure 1 come from inequities across the distribution or whether there are differences concentrated at either end of the availability spectrum.

INEQUITIES IN CTE ACCESS IN WASHTENAW COUNTY

FIGURE 2: Economically Disadvantaged Students More Likely to Have Access to Three or Fewer Programs

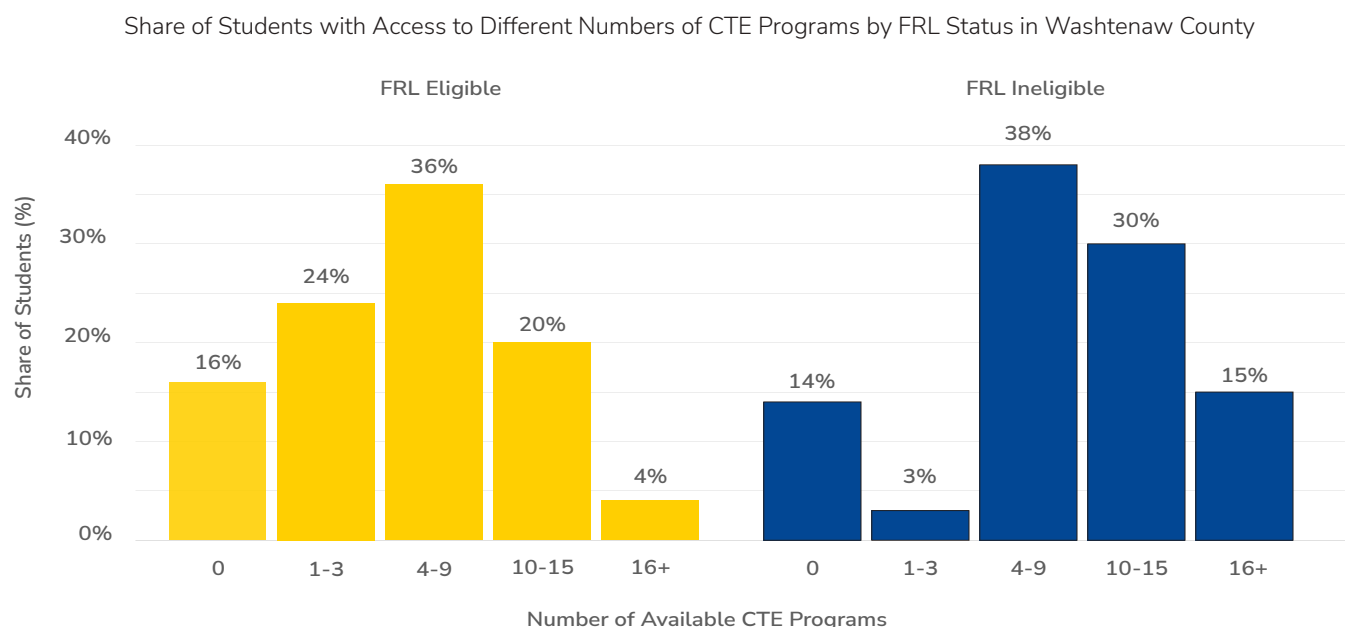
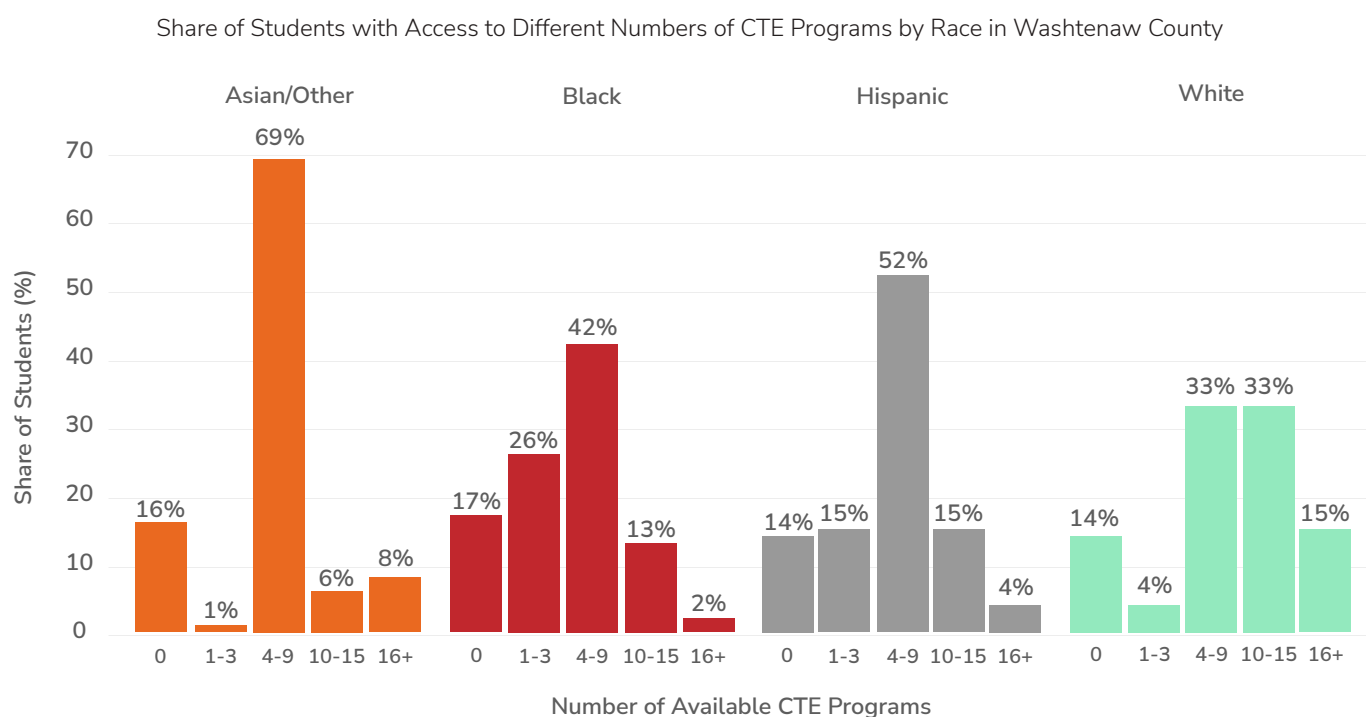


Figure 2 shows that the **socioeconomic gap is largely driven by differences at the highest and lowest levels of availability.** FRL-eligible students are approximately 2.5 times as likely as their more affluent peers to have access to

three or fewer programs. Conversely, students who do not qualify for FRL are nearly four times as likely to have access to 16 or more programs.

FIGURE 3: A Greater Share of Black and Hispanic Students Have Access to Three or Fewer Programs



INEQUITIES IN CTE ACCESS IN WASHTENAW COUNTY

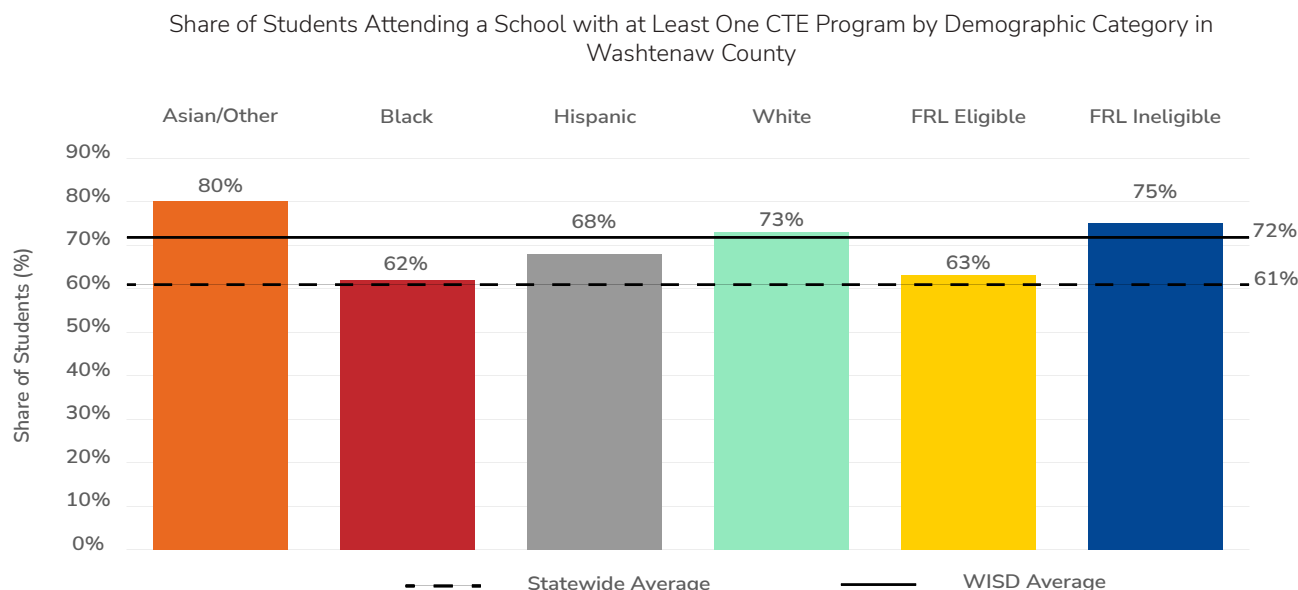
We observe notable racial disparities in Figure 3 as well. **White students are roughly three times as likely as any other group to have access to 10 or more programs. Black and Hispanic students are much more likely to have access to three or fewer programs on average.** That said, the plurality of students from each racial group can access between 4-9 programs.

As is the case with the socioeconomic groups in Figure 2, all racial groups in Washtenaw County are significantly more likely to have access to three or fewer programs than their

same-group peers throughout the state, and much less likely to have access to 10 or more programs.

The previous three figures describe CTE availability in any location (i.e., a student’s own school, another comprehensive high school, or an off-site contracted program). However, there is evidence to suggest that the availability of CTE in a student’s own school strongly predicts whether they will ultimately participate in a program. Figure 4 shows the share of students in Washtenaw County who have access to at least one CTE program in their home school.

FIGURE 4: Black and Economically Disadvantaged Students are Less Likely to Attend Schools Offering On-Campus CTE Programs



As there is no CTE millage in Washtenaw County, a greater share of comprehensive high schools offer on-campus CTE programs relative to the state as a whole. Thus, **Figure 4 shows that all students in Washtenaw County are more likely than students across the state to attend a school that offers at least one on-campus CTE program, regardless of their race or socioeconomic status.** That said, we observe similar racial and socioeconomic disparities to those we see for the state as a whole.

Up to this point, we have grouped all CTE programs together with no concern for program type or career cluster. However, Michigan offers more than 60 CTE programs across 17 career clusters. We can therefore analyze access by program type to determine the most common types of occupations students in Washtenaw County have the opportunity to begin exploring through CTE.⁷

INEQUITIES IN CTE ACCESS IN WASHTENAW COUNTY

TABLE 2: Students Outside of the SWWC Face Limited CTE Enrollment Options

| Average Number of Available CTE Programs by Program Type, Location, and Delivery Model | | | | | | | |
|--|------|-----------------------|--|---|-----------------|----------------|----------------------------------|
| | All | Arts & Communications | Business, Management, Marketing & Technology | Engineering, Manufacturing, & Industrial Technology | Health Sciences | Human Services | Natural Resources, & Agriscience |
| % students with at least one on-campus program | 72% | 19% | 49% | 56% | 41% | 35% | 19% |
| Average number of programs available at any distance – Washtenaw County (All) | 8.9 | 0.9 | 2.0 | 2.9 | 0.8 | 1.9 | 0.4 |
| Average number of programs available at any distance - SWWC | 14.6 | 2.2 | 2.0 | 5.1 | 1.1 | 3.2 | 1.0 |
| Average number of programs available at any distance – Non-SWWC | 4.9 | 0.0 | 1.9 | 1.4 | 0.6 | 1.0 | 0.0 |

Table 2 describes CTE availability across common career fields in Washtenaw County. **Relative to the rest of the state, Washtenaw County students are more likely to have programs available in their own schools from every career zone except Business, Management, Marketing & Technology.**⁸ (Again, this stems from the fact that comprehensive high schools host most CTE programs in Washtenaw County due to its lack of a CTE millage).⁹

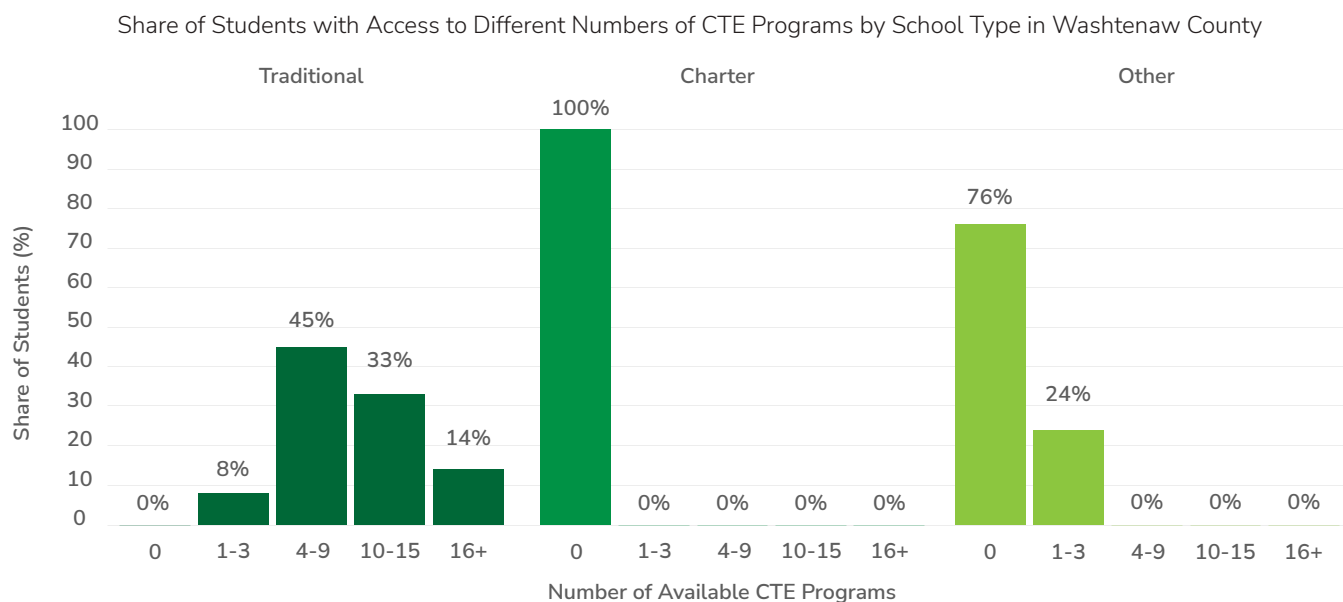
Table 2 also highlights an important fact about the distribution of CTE programs across Washtenaw County – namely, districts that are part of the SWW Consortium have substantially greater access to programs than students in the three districts that are not part of the consortium. **Overall, students in SWWC have access to 14.6 programs while non-SWWC students have access to only 4.9 programs.** This disparity is largely driven by the small number of programs offered by Ypsilanti Community Schools (4 programs) and Whitmore Lake Public Schools (3 programs), which are less than half the number of programs offered by the third non-SWWC district, Ann Arbor Public Schools, which offers 11 programs (see Appendix 1).

The difference is particularly pronounced in the areas of Arts and Communication, Engineering, Manufacturing and Industrial Technology, and Human Services. Students in the SWWC have access to 5.1 programs in Engineering and Manufacturing related areas while students outside the consortium only have access to 1.4 such programs.

In our statewide analysis, we found that public charter schools, schools exclusively serving students with disabilities, and others that are not traditional comprehensive high schools have significantly lower access to CTE. In fact, the plurality of Michigan students enrolled in these schools have access to no CTE programs whatsoever. That said, we observe a moderate number of students with access to as many as 16 or more programs in the statewide data.

INEQUITIES IN CTE ACCESS IN WASHTENAW COUNTY

FIGURE 5: CTE Access is Severely Limited Outside of Traditional Comprehensive High Schools



The differences are much starker in Washtenaw County, as shown in Figure 5. **No students in our cohort of interest enrolled in charter schools have access to any regular high school CTE programs.**¹⁰ (Readers should note that these categories are fairly small in Washtenaw County. In this data set there are four charter schools enrolling 1,744 students.) The same is true of approximately three-quarters of those students enrolled in other non-traditional comprehensive high schools; the remaining quarter can access between one and three programs.

Figures 6 and 7 show the relationship between CTE access and FRL eligibility and enrollment size, respectively. **The trends in Washtenaw County generally mirror those for the state as a whole, with larger and higher socioeconomic status schools both offering greater access to CTE.** While we observe a significant drop-off in access among the smallest and most impoverished schools, this is largely due to the fact that these schools are also the non-traditional schools discussed in Figure 5. Note, however, that Ypsilanti is the exception as it ranks among the schools with the highest share of students who qualify for FRL.

INEQUITIES IN CTE ACCESS IN WASHTENAW COUNTY

FIGURE 6: Highest Poverty Schools Have Almost No CTE Access

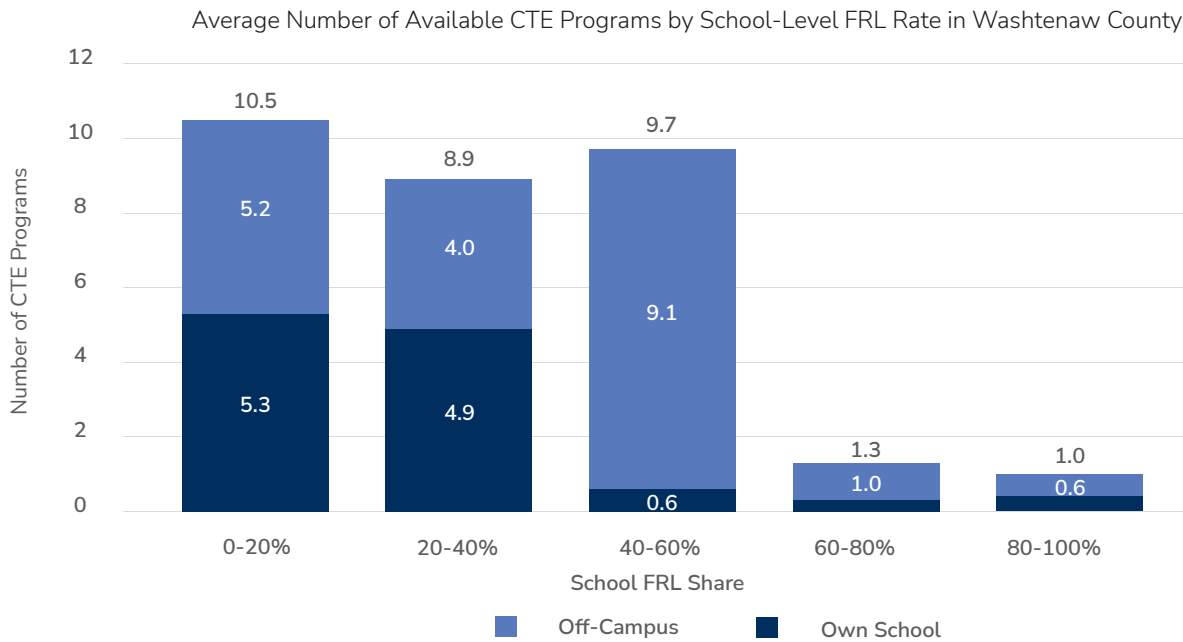
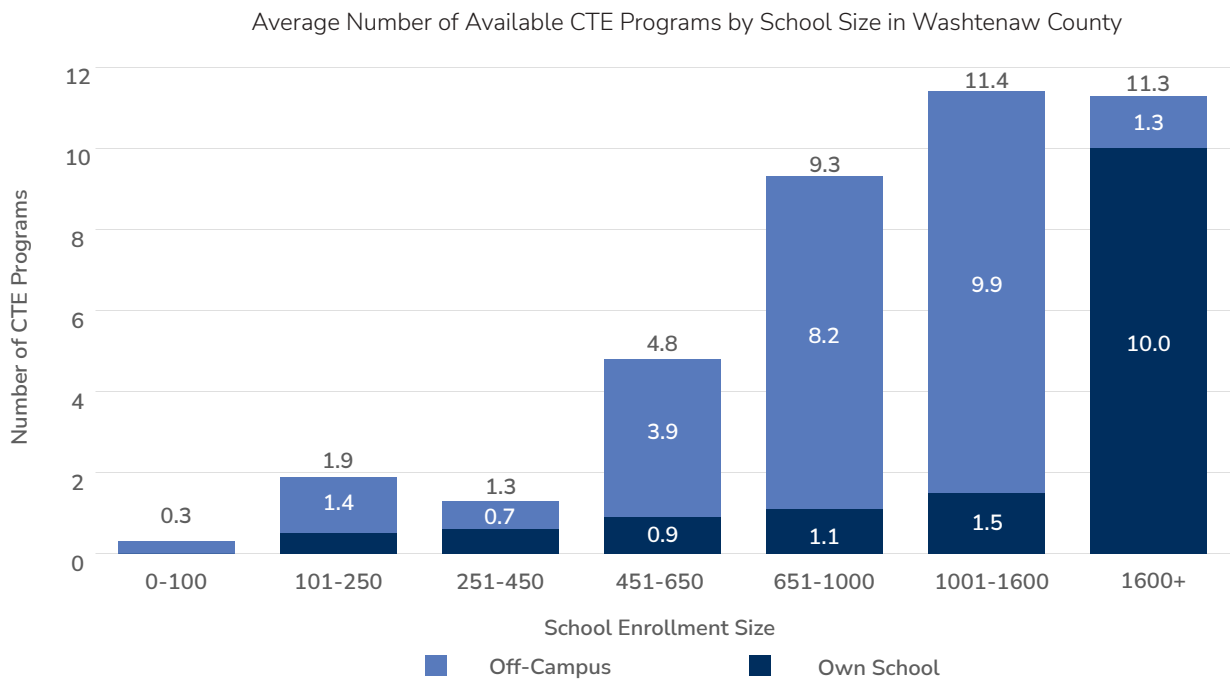


FIGURE 7: Access Increases with School Enrollment Size



INEQUITIES IN CTE ACCESS IN WASHTENAW COUNTY

For context, Table 3 shows the number of schools and total number of students in each FRL rate and school size bin.

TABLE 3: 2017-18 Enrollment and School Counts by School Size and FRL Bins in Washtenaw County

| Category | Number of Students | Number of Schools |
|-----------------------|--------------------|-------------------|
| School Size | | |
| Enroll 0 - 100 | 260 | 8 |
| Enroll 101 - 250 | 466 | 3 |
| Enroll 251 - 450 | 1852 | 5 |
| Enroll 451 - 650 | 2200 | 4 |
| Enroll 651 - 1000 | 2277 | 3 |
| Enroll 1001 - 1600 | 3660 | 3 |
| Enroll 1601 or higher | 5174 | 3 |
| FRL Rate | | |
| FRL 0-20% | 5391 | 7 |
| FRL 20-40% | 6594 | 7 |
| FRL 40-60% | 1858 | 6 |
| FRL 60-80% | 690 | 5 |
| FRL 80-100% | 1356 | 4 |

CTE MILLAGES OFFER PROMISE AND INVOLVE TRADE-OFFS

The penultimate analytic section of our statewide report compares districts with and without CTE millages. The first table in that section of the report shows the demographic composition of each group of districts. (See Appendix 3 for a current map of CTE millages throughout the state.) We find that districts that levy CTE millages are more racially homogenous on average and exhibit slightly lower levels of FRL eligibility. In other words, **districts that enroll higher concentrations of students of color and students who face greater economic disadvantage are less likely to have a system in place that standardizes CTE access for all students.**

Table 4 below adds the demographic composition of WISD high school students for comparison. **We see that the racial composition of students is somewhere between millage and non-millage districts, and WISD students are significantly less likely to qualify for FRL or have a disability.**

INEQUITIES IN CTE ACCESS IN WASHTENAW COUNTY

TABLE 4: Demographic Characteristics of Students Enrolled in Washtenaw ISD and Other Districts Across Michigan with and without CTE Millages

| Student Demographic Group | Demographic Enrollment in Districts with CTE Millages | Demographic Enrollment in Districts without CTE Millages | Demographic Enrollment in WISD |
|-----------------------------|---|--|--------------------------------|
| Asian/Other | 4% | 3% | 9% |
| Black | 14% | 29% | 19% |
| Hispanic | 8% | 6% | 5% |
| White | 81% | 66% | 72% |
| FRL-Eligible | 56% | 61% | 30% |
| Students with Disabilities | 20% | 19% | 13% |
| Limited English Proficiency | 3% | 4% | 5% |

Note: Racial categories in this table sum to slightly more than 100% because of the nature of Hispanic ethnicity in our data. Some students are identified as Hispanic alone while others are included in both Hispanic and another racial category as well.

Our previous work also reports that on average, students in districts that levy CTE millages have access to a greater number of CTE programs compared to students whose districts do not levy a millage (16 compared to 11, respectively). This is true for all students regardless of their race or socioeconomic status. Moreover, our analyses reveal that racial and socioeconomic access gaps are smaller – and sometimes reversed – in places with CTE millages. As we discussed in the statewide report, these results suggest that millages can help accomplish multiple policy goals that could satisfy stakeholders with various priorities.

First, by increasing the amount of funds to support CTE programs, they allow districts to offer students a larger set of CTE choices. On average, districts with millages offer more programs from all career zones. This means students have the option to begin exploring – and developing skills in – a wider variety of potential career paths during high school.

Second, millages help ensure these opportunities are accessible to all students regardless of their race or socioeconomic background. By pooling resources across an entire ISD and decoupling access from ad hoc negotiations between districts, these policies reduce access gaps that we observe in other locations.

Publicly available information indicates that Washtenaw County could raise approximately \$20M in revenue with one mill¹¹, which leaders could decide to use in various ways.¹² Some potential options include:

- Providing transportation so students can enroll in existing programs at locations to which they are presently unable to travel
- Opening new programs on campuses that currently lack sufficient CTE programming
- Purchasing specialized equipment for new and existing programs
- Building a central countywide CTE center (along with the aforementioned investments in transportation) that is available to all WISD students
- Expand programming in small schools and in schools that primarily support low income and students of color
- Address racialized inequities through targeted programming

It is beyond the scope of this report to advocate for any of these – or other – possibilities. That said, we can offer some guidance for thinking through policy tradeoffs. First, it is important to clarify a specific goal when weighing decisions like whether to pursue a CTE millage and how to allocate the revenue. Is the objective to increase access or enrollment (the former does not necessarily guarantee the latter)? Are decision-makers concerned with rates or gaps? For example, it is possible to increase CTE access/participation rates across groups without decreasing the gaps between them. Second, millages have limitations just as they offer new

possibilities. While they can raise additional funds to, for example, provide a broader set of program options in a countywide center, this arrangement requires students to travel from their home school. Anecdotal evidence as well as analyses not presented here suggests that mandatory travel is a salient barrier for many students. Providing transportation can help ameliorate this somewhat, but this can still leave obstacles such as scheduling conflicts and socio-cultural barriers (i.e., a lack of a sense of belonging for some students depending on the location and demographic composition of a CTE programming site).

ACCESS DISPARITIES REMAIN IN PLACE (2022-23 UPDATES)

As described above, the preceding analyses use data from the 2017-18 academic year. The COVID-19 pandemic makes it difficult to study changes in CTE access during the subsequent three academic years since public health measures limited in-person instruction and inter-campus travel during the 2019-2020 academic year. That said, schools had returned to normal operations by the 2022-23 academic year. We use CTE participation data provided by Superintendent Norman and Director Rowe combined with administrative student enrollment data from the Michigan Department of Education to provide a high-level summary of CTE access in Washtenaw County during the most recent academic year.¹³

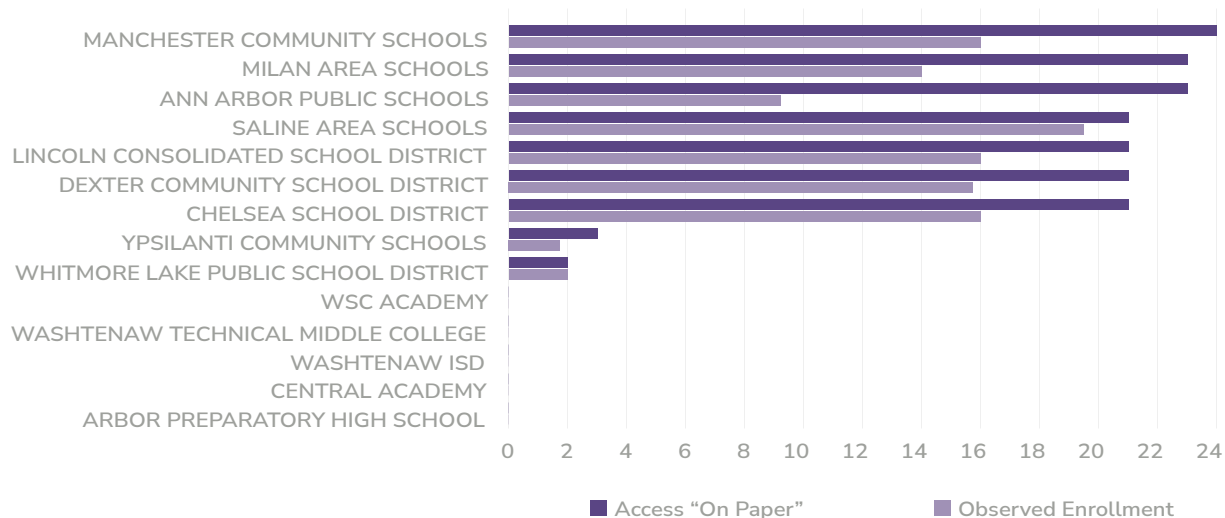
Figure 8 shows the average number of total CTE programs accessible to students enrolled in each local district throughout Washtenaw County (note that public charters are coded as their own district). We represent access in two distinct ways. First (the dark purple bars), what is available to students “on paper” – that is, the total number of programs students from each sending district may access according to the various agreements in place between districts.

The second set of bars (light purple) shows the average number of programs available to students based on observed enrollment patterns from the 2022-23 school year. In other words, the light purple bars represent the number of programs that students from each district actually accessed regardless of what may be available to them “on paper.”

INEQUITIES IN CTE ACCESS IN WASHTENAW COUNTY

FIGURE 8: CTE Access Varies Greatly Across Districts

Average Number of Available CTE Programs by Local District in Washtenaw County, 2022-2023

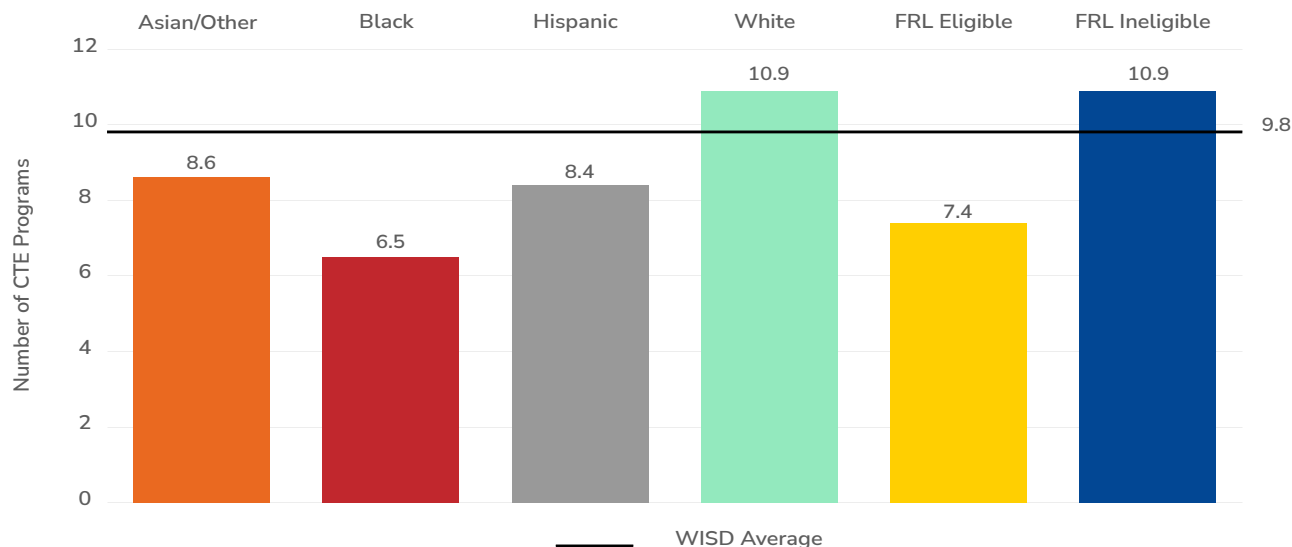


The results show that although students from each district do not participate in the full suite of programs available to them, most are able to access between 10 and 15 programs in practice. Ypsilanti, Whitmore Lake, and districts that represent non-traditional schools are the clear exceptions. Students from these schools can and do access few, if any, programs.

Figure 9 repackages these data to show the average number of accessible programs by race and socioeconomic status for all students throughout Washtenaw County. Noting the aforementioned caveat that the underlying data are different, we find that the patterns largely mirror those from the 2017-18 analyses, all groups have access to more programs in the 2022-23 year on average.

FIGURE 9: Racial and Socioeconomic Access Disparities from 2017-18 Persist in 2022-23

Average Number of Available CTE Programs by Demographic Group in Washtenaw County (2022-23)

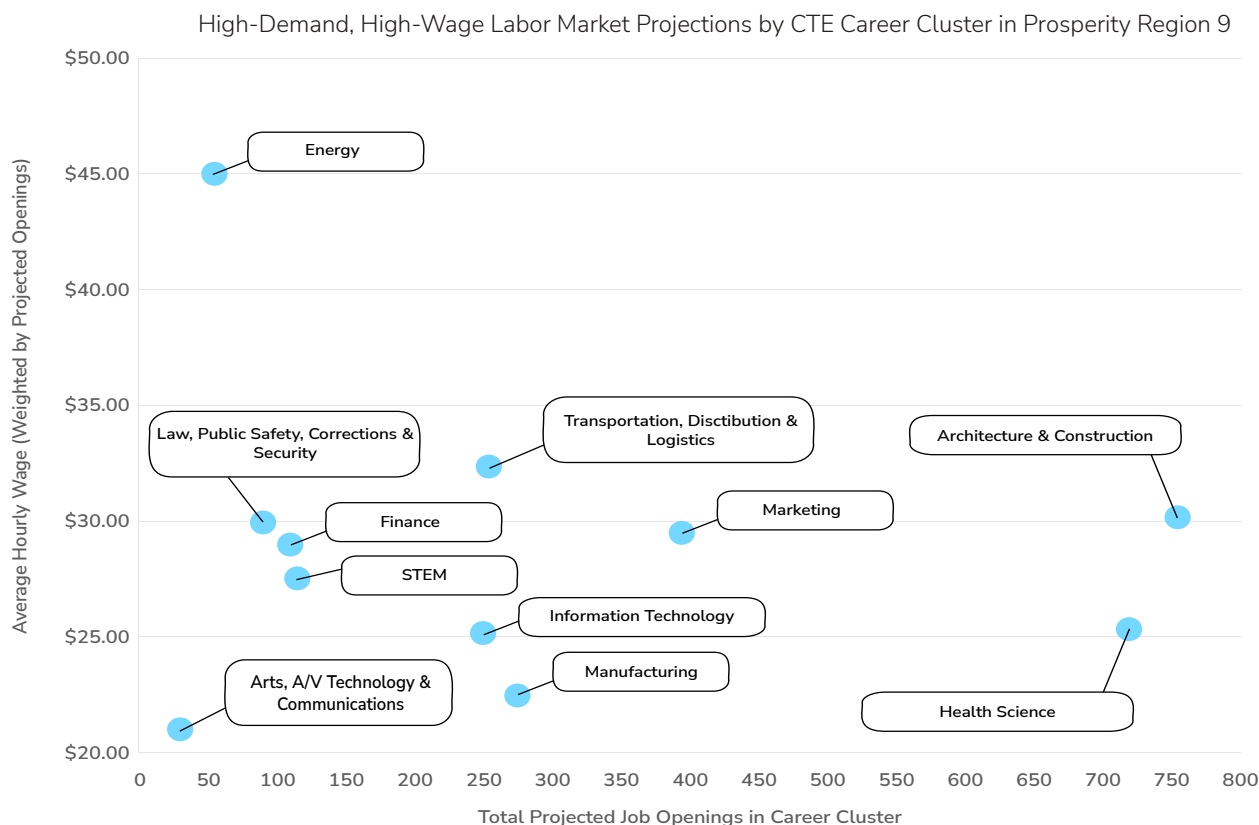


SEGREGATED ACCESS TO HIGH DEMAND, HIGH WAGE OCCUPATION TRAINING

Lastly, we describe the alignment between CTE programming in Washtenaw County and the regional labor market. The Michigan Department of Technology, Management, and Budget (DTMB) produces lists of projected high-demand, high-wage (HDHW) occupations for the state and each Prosperity Region.¹⁴ For this analysis we focused on the HDHW occupations that require more than a high school diploma but less than a four-year college degree, because most CTE programs are designed to prepare students for occupations in this range of education. (For more detail about our methodology, see Appendix 4).

Figure 10 groups CTE programs in Washtenaw County into career clusters and shows the total number of projected job openings (x-axis) and the average hourly wage (y-axis) of the HDHW occupations in Southeast Michigan (Region 9) that correspond to each CTE cluster. Some of the clusters have only one corresponding HDHW occupation and some have multiple aligned occupations. The two clusters with the largest number of aligned occupations are Health Science, which includes 10 of the 32 HDHW occupations, and Architecture & Construction, which has 9 of the HDHW occupations. We see that the Architecture & Construction

FIGURE 10: Architecture & Construction and Health Science CTE Programs Align with the Greatest Number of Projected HDHW Job Openings in the Region



INEQUITIES IN CTE ACCESS IN WASHTENAW COUNTY

and Health Science clusters have by far the largest number of projected job openings and the Architecture & Construction occupations have a higher average hourly wage. The career cluster with the highest average hourly wage is Energy, but there are only 55 projected job openings in those occupations in Region 9.

While Figure 10 provides a high-level summary of the relationship between CTE programming and the regional labor market, it does not indicate which of these programs

are available in Washtenaw County or how they are distributed across districts. To address these important questions, Table 5 shows the following:

- All Michigan CTE programs that train students to work in Prosperity Region 9 HDHW occupations.
- Whether each program is offered in Washtenaw County
- If a program is offered in Washtenaw County, which local districts can access it.

TABLE 5: Whitmore Lake and Ypsilanti Have Almost No Access to High-Demand, High-Wage CTE Training

| HDHW Occupation | Aligned CTE Program | WISD | Districts |
|---|---|------|---------------|
| Audio and Video Equipment Technicians | Radio & TV Broadcasting Technology | Yes | SWWC |
| Audio and Video Equipment Technicians | Visual & Performing Arts | No | |
| Carpenters | Construction Trades | Yes | AAPS, SWWC |
| Commercial Pilots | Aeronautics/Aviation/Aerospace Science & Technology | No | |
| Computer User Support Specialists | Computer Programming/Programmer | Yes | Whitmore Lake |
| Computer User Support Specialists | Health Informatics | No | |
| Computer User Support Specialists | Health Information/Medical Records Technology/Technician | No | |
| Construction and Building Inspectors | Construction Trades | Yes | AAPS, SWWC |
| Dental Assistants | Health Sciences/Allied Health/Health Sciences, General | Yes | AAPS, SWWC |
| Dental Hygienists | Health Sciences/Allied Health/Health Sciences, General | Yes | AAPS, SWWC |
| Dental Laboratory Technicians | Therapeutic Services | Yes | AAPS, SWWC |
| Diagnostic Medical Sonographers | Clinical/Medical Laboratory Science/Research and Allied Professions | No | |
| Electrical Power-Line Installers and Repairers | Electrical and Power Transmission Installation | No | |
| Electrical Power-Line Installers and Repairers | Electric Lineman | No | |
| Electrical Power-Line Installers and Repairers | Lineworker | No | |
| Electrical Repairers, Power, Substation, and Relay | Electrical and Power Transmission Installation | No | |
| Electricians | Electrical and Power Transmission Installation | No | |
| Engineering Technicians, Except Drafters, All Other | Mechatronics | No | |
| Engineering Technicians, Except Drafters, All Other | Electro-Mechanical Technology | No | |
| HVAC and Refrigeration Mechanics and Installers | Heating, Air Conditioning, Ventilation and Refrigeration | No | |
| Industrial Engineering Technicians | Engineering Technology | Yes | AAPS, SWWC |
| Industrial Engineering Technicians | Industrial Production | No | |
| Industrial Machinery Mechanics | Heavy Industrial Equipment Maintenance Technologies | No | |
| Insurance Sales Agents | Insurance | No | |
| Licensed Practical and Licensed Vocational Nurses | Health Sciences/Allied Health/Health Sciences, General | Yes | AAPS, SWWC |
| Licensed Practical and Licensed Vocational Nurses | Clinical/Medical Laboratory Science/Research and Allied Professions | No | |
| Machinists | Machine Tool Technology/Machinist | Yes | SWWC |
| Massage Therapists | Health Sciences/Allied Health/Health Sciences, General | Yes | AAPS, SWWC |
| Mechanical Engineering Technicians | Engineering Technology | Yes | AAPS, SWWC |

INEQUITIES IN CTE ACCESS IN WASHTENAW COUNTY

TABLE 5: Whitmore Lake and Ypsilanti Have Almost No Access to High-Demand, High-Wage CTE Training (cont.d)

| HDHW Occupation | Aligned CTE Program | WISD | Districts |
|---|---|------|------------|
| Physical Therapist Assistants | Health Sciences/Allied Health/Health Sciences, General | Yes | AAPS, SWWC |
| Plumbers, Pipefitters, and Steamfitters | Pipefitting Technology | No | |
| Plumbers, Pipefitters, and Steamfitters | Plumbing Technology | No | |
| Police and Sheriff's Patrol Officers | Public Safety/Protective Services | No | |
| Psychiatric Technicians | Health Sciences/Allied Health/Health Sciences, General | Yes | AAPS, SWWC |
| Radiologic Technologists | Diagnostic Services | No | |
| Sales Reps., Except Tech. and Scientific Products | Marketing, Sales and Service | Yes | AAPS, SWWC |
| Sales Reps., Except Tech. and Scientific Products | Specialized Merchandising, Sales, and Marketing Operations, Other | Yes | AAPS, SWWC |
| Web Developers | Digital/Multimedia and Information Resources Design | Yes | AAPS, SWWC |

These results show that overall, **Washtenaw County offers CTE programs that train students to work in 16 of Prosperity Region 9's 28 HDHW occupations for which there are aligned CTE programs.** Importantly, however, we see that students from Whitmore Lake and Ypsilanti have essentially no access to these programs. In other words, access to training for the jobs that offer the highest labor market demand and earnings potential is extremely

segregated across the county. To the extent that participation in a CTE program might make it more likely that a student will secure a job in that field – something that, importantly, we cannot claim at this time – this suggests that **the distribution of CTE programming in Washtenaw County serves as a barrier to equitable economic opportunity.**

CONCLUSIONS

CTE access patterns in Washtenaw County have some unique challenges:

- Access to CTE is limited. All students, from every demographic group, have access to fewer programs on average when compared to the state.
- Access to CTE is inequitable. Economically disadvantaged, Black, and Hispanic students have less overall access to CTE programming compared to their more affluent and White peers.
- Access to any program is dependent on which district and building a student attends. Economically disadvantaged, Black and Hispanic students are less likely to attend schools with at least one on-campus CTE program.
- Access to high skill, high wage, and in demand programs varies across districts and is inequitable.

The overall access to career and technical education programming is very limited compared to other counties

in Michigan and the state overall. In addition, there is less access for lower income, Black and Hispanic students. White students in Washtenaw County are three times as likely as any other group to have access to 10 or more programs. Statewide, districts that enroll higher concentrations of students of color and students who face greater economic disadvantage are less likely to have a system in place that standardizes CTE access for all students. Washtenaw County is no exception. This inequity of access is primarily due to the high number of programs available in the SWWC which are inaccessible to districts enrolling high percentages of low income and students of color. It is also due to the lower number of CTE programs in districts that serve students of color. Increasing access would require 1) identifying and enacting ways to provide access to existing programs for more students, 2) adding programs within localities, or 3) creating new shared programs available to all.

INEQUITIES IN CTE ACCESS IN WASHTENAW COUNTY

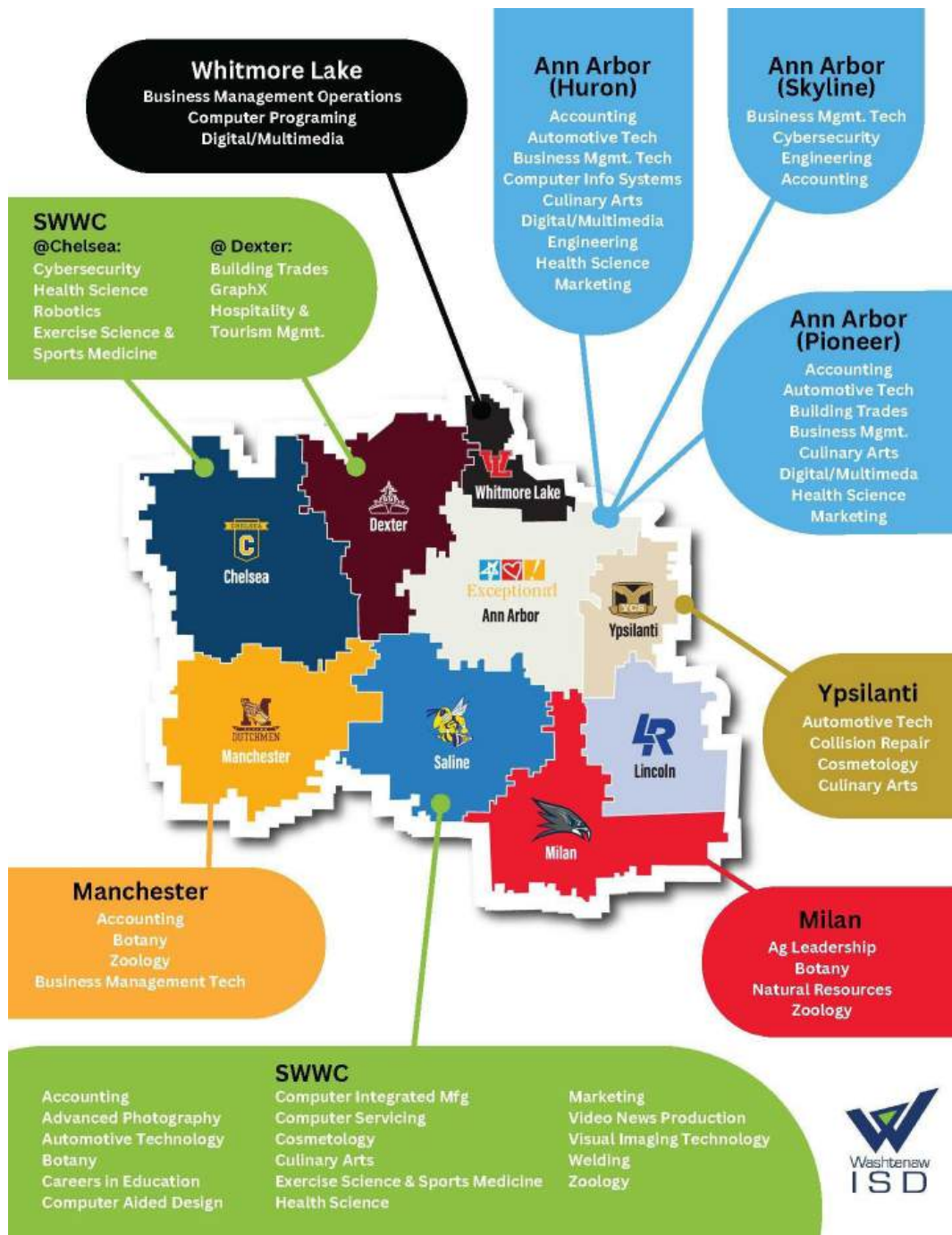
At the building level in Washtenaw County, there is 1 high school with no formal career and technical program within the walls of the school. Statewide and in Washtenaw County, enrollment in CTE programs is higher when students don't need to leave their own building. Bigger high schools have more access to CTE on site than smaller high schools in Washtenaw County. The ease of access when a program is located within a high school correlates with increased enrollment in that program.

Digging into the details for specific local districts, we find stark variation across localities. In the most recent enrollment records from the 2022-23 academic year, we see that Ypsilanti and Whitmore Lake face severely limited local CTE options. As the two districts excluded from the SWWC (other than Ann Arbor, which is well resourced enough to independently offer its own robust menu of CTE programming), this is perhaps unsurprising. Highlighting these disparities, Table 2 and Figure 8 demonstrate the difference that establishing inter-district enrollment opportunities can create for students. While it is true that on-campus opportunities increase participation more than those that require travel, clearly some number of students will travel to participate in CTE when given the chance.

We observe similar inequities when we focus on access to the subset of programs that train students to work in high wage, high skill, and in-demand occupations throughout the region. While such programs are generally well represented in Washtenaw County (there are programs that align with 16 of 28 occupations), students in Whitmore Lake and Ypsilanti have essentially no access to these programs (Whitmore Lake can access one). If one believes that CTE provides useful preparation that helps students find employment in their chosen field, the reality is that Whitmore Lake and Ypsilanti students are being denied the opportunity to begin training for careers that offer pathways to economic stability.

Looking forward, there are opportunities to mitigate the disparities we have described here that require varying levels of resources and political capital. For example, the SWWC, Ann Arbor Public Schools, Whitmore Lake and Ypsilanti Community Schools CTE consortiums could merge into one coordinated entity or system. In addition, opportunities could be facilitated within comprehensive high schools as well as at neutral site locations, depending on the career cluster/program. To further facilitate such a partnership and system, districts could search for ways to provide transportation to traveling students and/or align their class schedules to allow for inter-campus travel. Faculty could also travel to sites to mitigate challenges that have, to date, limited access to CTE opportunities. As previously mentioned, Washtenaw County is one of the last remaining counties in Michigan that does not levy a CTE millage. Statewide, on average, districts with millages offer more programs from all career zones. This means students have the option to begin exploring – and developing skills in – a wider variety of potential career paths during high school. Pursuing millage funding could open up possibilities to meet the needs of all students through self-awareness and self-discovery. By providing equitable access and opportunity to CTE-related applied learning and career exploration experiences, students may learn about themselves, establish a post-secondary plan, and better meet the demands of the workforce now and in the future.

APPENDIX 1 - Current CTE Programs Throughout Washtenaw County



APPENDIX 2

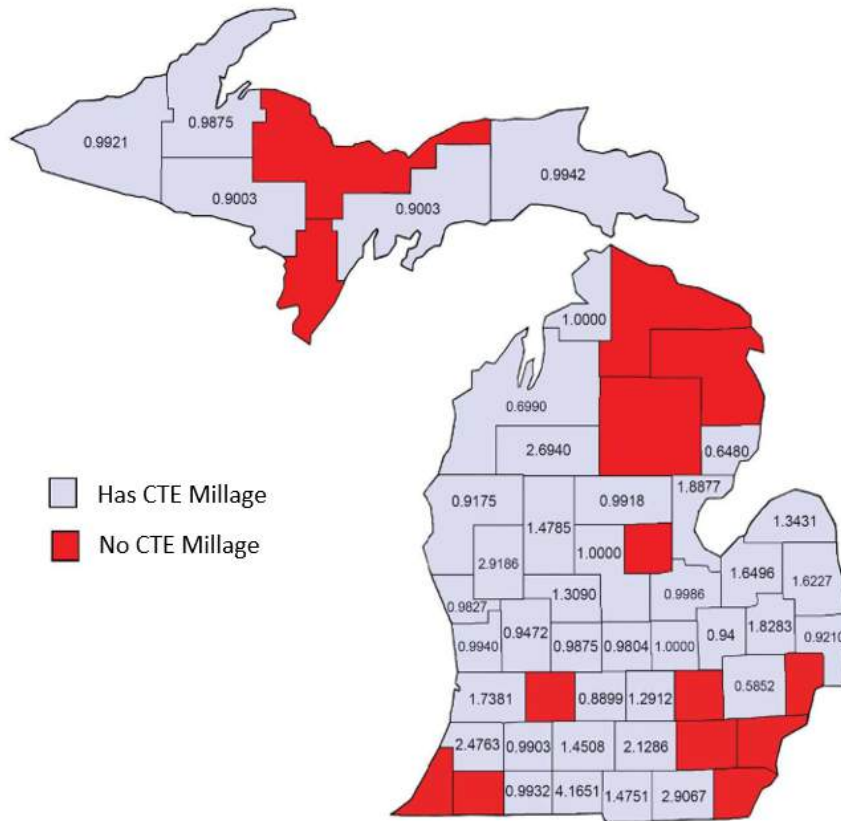
High Schools in Washtenaw County

| District Name | School Name | Type |
|--------------------------------------|--|-------------------|
| Ann Arbor Public Schools | Community High School | Traditional |
| Ann Arbor Public Schools | Huron High School | Traditional |
| Ann Arbor Public Schools | Pioneer High School | Traditional |
| Ann Arbor Public Schools | Skyline High School | Traditional |
| Ann Arbor Public Schools | Pathways To Success Academic Campus | Other |
| Chelsea School District | Chelsea High School | Traditional |
| Dexter Community School District | Dexter High School | Traditional |
| Dexter Community School District | Dexter Alternative School | Other |
| Lincoln Consolidated School District | Lincoln Senior High School | Traditional |
| Manchester Community Schools | Manchester Middle/High School | Traditional |
| Milan Area Schools | Milan High School | Traditional |
| Saline Area Schools | Saline High School | Traditional |
| Saline Area Schools | Saline Alternative High School | Other |
| Washtenaw ISD | Washtenaw Alliance For Virtual Education | Traditional |
| Washtenaw ISD | Forest School | Special Education |
| Washtenaw ISD | High Point School | Special Education |
| Washtenaw ISD | Local-Based Speced Programs | Special Education |
| Washtenaw ISD | Early College Alliance | Other |
| Washtenaw ISD | Washtenaw Alliance For Virtual Education (Home) | Other |
| Washtenaw ISD | Washtenaw County Youth Center-Educational Programs | Other |
| Washtenaw ISD | Washtenaw International High School | Other |
| Whitmore Lake Public School District | Whitmore Lake High School | Traditional |
| Ypsilanti Community Schools | Actech High School | Traditional |
| Ypsilanti Community Schools | Ypsilanti Stemm Middle College | Traditional |
| Ypsilanti Community Schools | ACCE | Other |
| Arbor Preparatory High School | Arbor Preparatory High School | Charter |
| Central Academy | Central Academy | Charter |
| Washtenaw Technical Middle College | Washtenaw Technical Middle College | Charter |
| WSC Academy | WSC Academy-Ypsilanti Campus | Charter |

Note: Public charter schools are considered as their own districts in Michigan education data.

APPENDIX 3 – CTE Millages Across Michigan

2022 Millages for Career Educational Planning Districts (CEPDs)



Source: Heritage Southwest Intermediate School District.

Note: The map shows the millage rate for each of the 41 Career Education Planning Districts (CEPDs) that levy a CTE millage. The 15 CEPDs in red do not have a CTE millage. The numbers are in mills (1/1,000 or 0.001 of a dollar). A 1 mill tax rate (1.000) translates to a \$1 tax increase for every \$1,000 increase in the taxable property value. So a 2.000 mill tax would increase the taxes on a \$100,000 property by \$200.

APPENDIX 4 – High-Demand, High-Wage Occupation and CTE Program Alignment Methodology

The Michigan Department of Technology, Management and Budget (DTMB) produces lists of projected high-demand, high-wage (HDHW) occupations for the state and each Prosperity Region. Each list offers sub-groups organized by required level of education and presents each occupation's projected growth and hourly wage range. To identify which of these jobs align with state-recognized CTE programs, we first look up each HDHW occupation's Standard Occupational Classification (SOC). Next, we use a SOC-Classification of Instructional Program (CIP) code data crosswalk from the Michigan Department of Education Office of CTE (MDE OCTE) to limit the lists to occupations whose SOC features a corresponding CIP code. In other words, a SOC-CIP match means MDE OCTE has affirmed that a CTE program trains students for that specific occupation.

We identified 28 HDHW occupations from the DTMB list that OCTE had matched with CTE programs. These are not always 1-to-1 matches. As Table 5 shows, for example, Dental Hygienists and Physical Therapist Assistants are two separate HDHW occupations but they both correspond to the Health Sciences/Allied Health CTE program. In the other direction, Radio & TV Broadcasting Technology and Visual & Performing Arts are two separate CTE programs but they both correspond to the HDHW occupation Audio and Video Equipment Technicians. Table 5 shows all possible matches.

For Figure 10 we grouped these 28 HDHW occupations into 11 career clusters using OCTE's list of 18 career clusters that capture all CTE programs in Michigan. The 7 career clusters not included did not have any corresponding HDHW occupations that met our criteria.

Endnotes

1. Retrieved from <https://www.census.gov/quickfacts/>, accessed October 6, 2023
2. Brunner, E., Dougherty, S., & Ross, S.L. (2021). The effects of career and technical education: Evidence from the Connecticut technical high school system. NBER Working Paper No. 28790
3. Dougherty, S.M. (2018). The effect of career and technical education on human capital accumulation: Causal evidence from Massachusetts. *Education Finance and Policy*, 13(2), 119-148.
4. Kemple, J. J. & Willner, C.J. (2008). Career academies: Long-term impacts on labor market outcomes, educational attainment, and transitions to adulthood. MDRC. New York, NY.
5. Kreisman, D. & Stange, K. (2020). Vocational and career tech education in American high schools: The value of depth over breadth. *Education Finance and Policy*, 15, 11-44.
6. Theobald, R. J., Goldhaber, D. D., Gratz, T. M., & Holden, K. L. (2019). Career and technical education, inclusion, and postsecondary outcomes for students with learning disabilities. *Journal of Learning Disabilities*, 52(2), 109-119.
7. Note that Table 2 groups programs according to the career zones framework described in the [Michigan Career Development Model](#).
8. Jacob, B. & Guardiola, J. (2022). How access to CTE varies across Michigan schools and students. University of Michigan Youth Policy Lab. Available at: <https://youthpolicylab.umich.edu/publications/how-access-to-cte-varies-across-michigan-schools-and-students>
9. An important caveat applies regarding the second row of Table 2. Due to the way CTE data is reported in Michigan, there are only two Classification of Instructional Programs (CIP) codes for all Health Sciences programs. In other words, the same CIP code can cover various numbers of sub-specialty programs in different schools. As such, the average number of Health Sciences programs available at any distance (0.8) should be interpreted with caution.
10. Note that this figure excludes schools that explicitly serve students with significant disabilities who do not qualify for participation in CTE. This excludes a total of 20 high school aged students across 3 special programs. These schools are included in all other analyses.
11. One 1/1000 of a dollar
12. <https://www.washtenaw.org/DocumentCenter/View/30524/2023-Washtenaw-County-Equalization-Report>
13. Readers should note the caveats referenced previously in the body of this report outlining the key differences between the 2017-18 and 2022-23 data used in these analyses. 2022-23 cross-district enrollment is observed from one academic year; we relax the 2017-18 constraints described in the Data section in which we required observed patterns of students traveling to enroll in a program over multiple academic years. Additionally, the data sources are different. The 2017-18 data comes from administrative State records while the 2022-23 data were sent by Superintendent Norman and Director Rowe. Thus, the 2022-23 figures should not be directly compared to the 2017-18 figures and tables.
14. <https://milmi.org/Publication/Research/Regional-Career-Outlooks>, accessed February 2023

DISCLAIMER

This research used data structured and maintained by the MERI-Michigan Education Data Center (MEDC). MEDC data is modified for analysis purposes using rules governed by MEDC and are not identical to the data collected and maintained by the Michigan Department of Education (MDE) and/or Michigan's Center for Educational Performance and Information (CEPI). Results, information, and opinions solely represent the analysis, information, and opinions of the authors and are not endorsed by or reflective of the views or positions of grantors, MDE, CEPI, or any employee thereof.

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Acknowledgements

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The Youth Policy Lab is a member of the multi-state Career and Technical Education Policy Exchange consortium, and we are grateful for our fellow members' assistance.



Support the Youth Policy Lab's effort to use data for good.

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Youth Policy Lab

The University of Michigan Youth Policy Lab was launched in 2016 with a vision for reducing socio-economic disparities through improvements in education and other social policies affecting youth. By developing evidence-based, policy-relevant research in partnership with local and state agencies, practitioners, and policymakers, Dr. Robin Jacob and Dr. Brian Jacob sought to build upon their exemplary careers in social science research by taking research findings out of academic journals and putting them in the hands of decision-makers. With this aim in mind, they have spent the past seven years bringing the resources and expertise of one of the nation's leading public research universities to bear on some of Michigan's most pressing social challenges.

The Youth Policy Lab envisions a world where partner-driven research drives positive social change. Our mission is to inform public policy decisions by analyzing data and evaluating programs to help our partners answer their most pressing questions.

Dexter Community Schools

SEX EDUCATION ADVISORY BOARD



Sex Education Advisory Board Meeting Minutes May 7, 2025 Dexter High School

Present: Anne Scruggs, Dr. Randy Desrochers, Kari Reschke, Denise Kasischke, Crystal Zurek, Ann Pregont, Violet Vrsek, Kaela Laurin, Ryan Bruder, Kim Kirkey, Dan Trevisian

Absent: Dr. Jessica Fealy, Mutheu Esilaba, Eric Tamme

Guests Present: (Mary) Lea McNulty, Kevin Vrsek, Ashley Whalen

- 1) Meeting Minutes from 3/19/25
 - a) **Motioned by** Violet Vrsek
 - b) **Seconded by** Anne Scruggs
 - c) Unanimous Approval
- 2) Approval of Agenda
 - a) **Motioned by** Dr. Randy Desrochers
 - b) **Seconded by** Violet Vrsek
- 3) Public Participation:
 1. Expressed need for age appropriate sexual education content that aligns with family beliefs.
- 4) Discussion Items: Accepted and respected by committee members.
 - a) Group Norms and Expectations.
 - i) **Assume Positive Intent** – Approach all discussions with curiosity and respect, recognizing that members bring diverse perspectives and experiences.
 - ii) **Maintain Confidentiality** – Respect the privacy of individuals and communities when sensitive topics or personal stories arise.
 - iii) **Center Student Well-Being** – Keep the developmental, emotional, and physical health of all students at the forefront of all decisions and dialogue.
 - iv) **Engage with Evidence and Empathy** – Ground recommendations in data and best practices while being sensitive to the values and needs of the local community.
 - v) **Ensure Equity of Voice** – Share airtime, actively listen, and encourage all members to contribute to a collaborative and inclusive process.
 - b) Table Setting - Where are we? Where do we need to go? What is our timeline?
 - c) Warm/Cool Feedback and Action Items from 3/19/25
- Warm Feedback:
 - i.) Studies show that by the age of four, people are aware of gender identity.
 - ii.) Based on personal experience, students should be given the opportunity to be educated on gender identity and sexual orientation.

Dexter Community Schools
SEX EDUCATION ADVISORY BOARD



- Cool Feedback:
 - i.) It is challenging to opt out of transgender topics because it feels like they are embedded into multiple lessons throughout the curriculum.
 - ii.) Study: Gender dysphoria is a common trend over the past ten years. We are forcing children to question it, which is the possible cause of this. We need to teach the science of normal human development.
 - iii.) Gender identity is out of the scope of what is mandated by the A-K standards..

5.) Action Items

- a) SEAB Vote 5/21/2025: determine which curriculum to bring to BOE for consideration.
- b) Motion to Move Lesson One (Gender Identity) in 4th grade be moved to 5th or 6th grade (teacher discretion) by Anne Scruggs, Seconded by Violet Vrsek
 - i) Motion Carries (12 voting members present):
 - (1) 8 Yays
 - (2) 4 Nays