

DOLLAR BAY-TAMARACK CITY AREA SCHOOLS BOARD OF EDUCATION
REGULAR MEETING - DB-TC ACTIVITY ROOM - DECEMBER 18, 2023 - 5:30 P.M.

- I. Opening of Meeting
 - A. Pledge of Allegiance
 - B. Call to Order
 - C. Roll Call
- II. Recommendation to appoint a temporary presiding officer for tonight's meeting
- III. Recommendation to adopt Agenda
- IV. Public Comment
- V. Consent Agenda - Recommendation to approve the following:
 - A. Regular Board Meeting Minutes (previous month)
 - B. Financial Statements through the previous month
 - C. Checks written in the previous month
- VI. Reports
 - A. Superintendent
 - B. MS/HS Principal
 - C. Business Manager
- VII. Action and Discussion Items
 - A. Recommendation to approve 2023 NEOLA fall policy updates: 2370.01, 7217, 7540.03, 8305, 8531.
 - B. Recommendation to review Thrun board policy service costs.
 - C. Recommendation to approve Morgan Gast as girls' basketball assistant coach.
 - D. Recommendation to approve Facility Use Agreement.
 - E. Recommendation to accept the November 2023 evaluation of the superintendent.
 - F. Recommendation to discuss employing a part-time school social worker/counselor beginning Fall 2024, likely to share with another local school.
- VIII. Old and/or New Business
- IX. Adjournment

-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 a time for public comment during the meeting as indicated in the agenda.

-Upon request to the superintendent, DB-TC Area Schools shall make reasonable accommodation for a person with disabilities to be able to participate in the meeting.

DOLLAR BAY-TAMARACK CITY AREA SCHOOLS BOARD OF EDUCATION
REGULAR MEETING - DB-TC ACTIVITY ROOM - NOVEMBER 20, 2023 - 5:30 P.M.

- I. Opening of Meeting
 - A. Pledge of Allegiance
 - B. Call to Order - 5:31 pm
 - C. Roll Call
 - Board Members: Steve LeClaire, Dallas Bond, David Maki, Jen Stout, Christine Halkola, Angela Keranen, Absent: Donna Engman
 - Administration: Christina Norland (S.I./K-5 Principal), Jesse Kentala (MS/HS Principal), Tom Sturos (Business Manager)
- II. Recommendation to adopt Agenda
 - Motion by Dallas Bond, support by Jen Stout. Motion carried unanimously.
- III. Public Comment
 - The Board heard public comment.
- IV. Consent Agenda - Recommendation to approve the following:
 - A. Regular Board Meeting Minutes (previous month)
 - B. Financial Statements through the previous month
 - C. Checks written in the previous month
 - Motion by Angela Keranen, support by Christine Halkola. Motion carried unanimously.
- V. Reports
 - A. Superintendent
 - B. MS/HS Principal
 - C. Business Manager: overview of audit
 - The Board heard the reports.
- VI. Action and Discussion Items
 - A. Recommendation to approve audit report as provided by Hungerford Nichols.
 - Motion by Dallas, support by Jen Stout. Motion carried unanimously.
 - B. Recommendation to approve the hire of Quin Shankleton as facilities director.
 - Motion by David Maki, support by Dallas Bond. Discussion. Motion carried unanimously.
 - C. Discussion of 2023 NEOLA fall policy updates: materials provided for First Reading.
 - Discussion. No vote needed.
 - D. Recommendation to go into closed session to discuss the periodic evaluation of the superintendent (as requested by superintendent).
 - Motion by Dallas Bond to go into closed session at 6:07 pm, support by Jen Stout. Motion carried unanimously. The Board reconvened at 7:29 pm with motion by Dallas Bond, support by Jen Stout. Motion carried unanimously.
- VII. Adjournment - 7:30 pm
 - Motion by Jen Stout, support by David Maki. Motion carried unanimously.

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-Upon request to the superintendent, DB-TC Area Schools shall make reasonable accommodation for a person with disabilities to be able to participate in the meeting.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'DM' followed by a stylized flourish.

David Maki (Secretary)
Typed by Danielle Bausano

- DRAFT
- 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 a time for public comment during the meeting as indicated in the agenda.
 - Upon request to the superintendent, DB-TC Area Schools shall make reasonable accommodation for a person with disabilities to be able to participate in the meeting.

DOLLAR BAY - TAMARACK CITY AREA SCHOOLS

(SUMMARY-ONLY)

Check No.	Check Type	Status	Vendor	Vendor Name	Amount	Description	Date
0	EFT	Pending	24	State Of Michigan W/H	\$2,839.38	Payroll - State Tax Payable	11/10/2023
0	EFT	Pending	24	State Of Michigan W/H	\$2,443.74	Payroll - State Tax Payable	11/24/2023
2579	EFT	Printed	1597	GORDON FOOD SERVICE	\$2,303.23	10/30/23 Invoice	11/08/2023
2580	EFT	Printed	1527	PCMI - WillSub, INC	\$6,116.84	11/10/23 Payroll	11/10/2023
2581	EFT	Printed	739	Semco Energy, Inc.	\$919.00	October 2023	11/15/2023
2582	EFT	Printed	3	EFTPS - Electronic Federal Tax Payment S	\$16,376.63	Payroll - FICA Tax Payable	11/10/2023
2583	EFT	Printed	961	Valic C/O Chase Bank	\$637.77	VALIC ROTH 403(B) (AFTER TAX) (ALL PAYS)	11/10/2023
2584	EFT	Printed	1268	Health Equity	\$1,248.19	Health Savings Account	11/10/2023
2586	EFT	Printed	9	MPERS	\$30,954.42	MIP VOYA DC Record	11/13/2023
2587	EFT	Printed	3	EFTPS - Electronic Federal Tax Payment S	\$14,079.05	Payroll - FICA Tax Payable	11/24/2023
2588	EFT	Printed	961	Valic C/O Chase Bank	\$645.46	VALIC ROTH 403(B) (AFTER TAX) (ALL PAYS)	11/24/2023
2589	EFT	Printed	1268	Health Equity	\$1,248.19	Health Savings Account	11/24/2023
2590	EFT	Printed	466	CHARTER COMMUNICATIONS	\$29.99	November 2023	11/01/2023
2591	EFT	Printed	1597	GORDON FOOD SERVICE	\$4,649.88	11/7/23 Credit; 11/13/23 Invoice	11/21/2023
2592	EFT	Printed	1527	PCMI - WillSub, INC	\$1,354.86	11/24/23 Payroll	11/24/2023
2593	EFT	Printed	1567	State Of MI - Unemployment Insurance Agy	\$716.94	Unemployment dues - GSRP P/R Liab	11/27/2023
2594	EFT	Printed	9	MPERS	\$28,639.83	MIP VOYA DC Record	11/27/2023
2595	EFT	Printed	9	MPERS	\$63,482.51	UAAL	11/27/2023
2596	EFT	Printed	229	Upper Peninsula Power Company	\$3,392.80	October 2023	11/08/2023
2602	EFT	Printed	1578	BMO Financial Group	\$2,942.01	October 2023	11/04/2023
2608	EFT	Printed	6	MESSA	\$44,018.04	November 2023; MESSA Insurance Options; MESSA Health Insuran	11/24/2023
2650	PAPER	Printed	1478	DOW, DAVID	\$47.94	Ref 11/2/23 JH Boys Basketball	11/02/2023
2651	PAPER	Printed	1632	OLSON, GABRIEL	\$69.98	Reimb GSRP Pre-K program for materials Elf On Shelf	11/06/2023
2652	PAPER	Printed	1080	AT&T Mobility	\$131.36	9/12/23-10/11/23	11/08/2023
2653	PAPER	Printed	1472	COMMITTEE FOR CHILDREN	\$499.00	Second Step Classroom Kit	11/08/2023
2654	PAPER	Printed	128	COUNTRY FRESH GR, DEAN DAIRY	\$1,892.37	October 2023	11/08/2023
2655	PAPER	Printed	1777	ELITE SPORTSWEAR LP	\$203.92	Uniforms	11/08/2023
2656	PAPER	Printed	356	Flowers By Sleeman	\$222.99	Flowers For Senior Night	11/08/2023
2657	PAPER	Printed	68	Houghton County Treasurer	\$7,690.35	July 2023 Chargeback	11/08/2023
2658	PAPER	Printed	1223	Lamers Bus Lines, Inc.	\$6,666.66	November 2023 prebilling 3 Of 9	11/08/2023
2659	PAPER	Printed	467	McGann Building Supply, Inc.	\$883.10	October 2023	11/08/2023
2660	PAPER	Printed	215	Thrun Law Firm, P.C.	\$120.00	October 2023	11/08/2023
2661	PAPER	Printed	459	Waste Management, Inc	\$1,239.65	October 2023	11/08/2023
2662	PAPER	Printed	1291	Robin Anderson	\$54.34	Cheer Coach reimb misc supplies	11/08/2023
2663	PAPER	Printed	1778	Hudl	\$549.00	HUDL athletics GB & BB 10/23 - 10/24 service	11/08/2023
2664	PAPER	Printed	1744	DOSTALER, KELLY	\$49.80	Ref 11/9/23 JH Boys Basketball	11/09/2023
2665	PAPER	VOID	1076	KEWEEANAW MUSIC EDUCATORS ASSOCIATION	-voided-	KMEA percussion clinic 11/14/23	11/13/2023
2666	PAPER	Printed	1076	KEWEEANAW MUSIC EDUCATORS ASSOCIATION	\$50.00	KMEA percussion clinic 11/14/23	11/13/2023
2667	PAPER	Printed	1779	MAKI, RON	\$1,438.00	Wreaths For Class Of 2024	11/15/2023
2668	PAPER	Printed	1463	CASH	\$150.00	6th Grade Pancake Breakfast	11/17/2023
2669	PAPER	Printed	1672	HUNGERFORD NICHOLS	\$12,000.00	Financial Audit Svc Final Bill 6/30/23	11/17/2023
2670	PAPER	Printed	1780	Caitlyne Barrette	\$135.00	VB Line Judge Sept/Oct 2023	11/20/2023

DOLLAR BAY - TAMARACK CITY AREA SCHOOLS

(SUMMARY-ONLY)

Check No.	Check Type	Status	Vendor	Vendor Name	Amount	Description	Date
2671	PAPER	Printed	1781	Connor Lailitala	\$30.00	CLOCK - 10/4/23	11/20/2023
2672	PAPER	Printed	1695	LUOMA, TATIANA	\$100.00	VB Line Judge Sep/Oct 2023	11/20/2023
2673	PAPER	Printed	1744	DOSTALER, KELLY	\$49.80	Ref 11/20/23 JH Boys Basketball	11/20/2023
2674	PAPER	Printed	1738	KARIAINEN, ADELINE	\$47.40	Ref 11/20/23 JH Boys Basketball	11/20/2023
2675	PAPER	Printed	1777	ELITE SPORTSWEAR LP	\$35.98	Cheer Uniforms	11/21/2023
2676	PAPER	Printed	94	CAMPIONI ENTERPRISES, INC.	\$30.19	October 2023	11/21/2023
2677	PAPER	Printed	102	GITZEN COMPANY	\$1,776.00	October 2023	11/21/2023
2678	PAPER	Printed	523	Grizzly Industrial, Inc.	\$103.04	Woodshop Supplies	11/21/2023
2679	PAPER	Printed	1223	Lamers Bus Lines, Inc.	\$14,607.67	October 2023 Student Transportation; October 2023 Sports/Fie	11/21/2023
2680	PAPER	Printed	1324	The Office Planning Group, Inc.	\$517.99	Meter Usage 9/30/23-10/29/23, Meter Usage 10/15/23-11/14/23	11/21/2023
2681	PAPER	Printed	1052	SCHOOL SPECIALTY	\$80.41	Classroom Supplies	11/21/2023
2682	PAPER	Printed	14	SET SEG, ATTN: FINANCE	\$329.70	October 2023; November 2023	11/21/2023
2683	PAPER	Printed	1748	TKE ELEVATOR CORPORATION	\$825.93	11/1/23-1/31/24	11/21/2023
2684	PAPER	Printed	1634	XEROX CORPORATION	\$285.58	Meter Usage 9/30/23-10/20/23	11/21/2023
2685	PAPER	Printed	1089	BRITZ, ROY	\$74.86	Ref 11/27/23 JV/V Boys Basketball	11/27/2023
2686	PAPER	Printed	1478	DOW, DAVID	\$72.94	Ref 11/27/23 JV/V Boys Basketball	11/27/2023
2687	PAPER	Printed	1528	RIMPELA, BRIAN	\$72.34	Ref 11/27/23 JV/V Boys Basketball	11/27/2023
2688	PAPER	Printed	1709	LEVEL UP	\$945.00	Custom XC 1/4 zip 27 qty Athletics	11/27/2023
2689	PAPER	Printed	1353	HUNTINGTON NATIONAL BANK	\$125.00	5/2/23-11/1/23 2014 Refund Bond Admin Fee	11/27/2023
2690	PAPER	Printed	305	MSBOA DISTRICT 14	\$90.00	Honors Band 12/1/23	11/27/2023
2691	PAPER	Printed	305	MSBOA DISTRICT 14	\$120.00	Honors Band registrn 2/3/24 Event MS/HS	11/29/2023
2692	PAPER	Printed	1052	SCHOOL SPECIALTY	\$6,825.00	2019 Bond exp: 15 classroom tables	11/30/2023
2693	PAPER	Printed	1571	UMB Bank, N.A.	\$300.00	11/1/23-10/31/24 Bond Agent Fee (RCLSS By J/E)	11/30/2023
2694	PAPER	Printed	1738	KARIAINEN, ADELINE	\$47.40	Ref 11/30/23 JH Boys Basketball	11/30/2023
2695	PAPER	Printed	1599	LARSON, BEN	\$51.84	Ref 11/30/23 JH Boys Basketball	11/30/2023
GRAND TOTAL:					\$290,676.29		

67 checks

FUND SUMMARY

Fund	Amount
11	280,965.98
25	9,710.31
	\$290,676.29

Dollar Bay - Tamarack City Area Schools
Statement of Revenue and Expenditures
FY: 2023-2024

REVENUE

Major Class-Description	Budget	07/01/23 -		Avail. Bal. %
		11/30/2023	Balance	
100-Local Sources	493,181	409,536	83,645	16.96%
300-State Sources	3,186,203	595,366	2,590,837	81.31%
400-Federal Sources	227,882	25,014	202,868	89.02%
500/600-Other Financing Sources	-	-	-	#DIV/0!
Total Revenue	3,907,266	1,029,916	2,877,350	73.64%

EXPENDITURES

Major Function - Description	Budget	07/01/23 -		Avail. Bal. %
		11/30/2023	Balance	
100-Instruction				
111-Elementary	940,083	262,953	677,130	72.03%
113-High School	1,118,592	319,657	798,935	71.42%
118-Pre Kindergarten	144,546	42,672	101,874	70.48%
122- Special Education	155,966	57,090	98,876	63.40%
125-Compensatory Education	288,934	63,832	225,102	77.91%
200-Supporting Services		-		
210-Guidance/Truancy	-	-	-	#DIV/0!
219-Other Pupil Support	-	-	-	#DIV/0!
220-Library	29,371	12,798	16,573	56.43%
230-Board of Education	25,950	16,076	9,874	38.05%
230-Executive Admin.	241,386	86,833	154,553	64.03%
240-Principals Office	239,579	91,582	147,997	61.77%
250-Fiscal Services	77,200	33,087	44,113	57.14%
260-Operation & Maintenance	368,115	113,550	254,565	69.15%
270-Pupil Transportation	163,850	30,806	133,044	81.20%
280-Central Support Services - Technology	60,600	19,208	41,392	68.30%
290-Athletics	130,958	30,643	100,315	76.60%
400-Payment to Other Gov. Agency, Facility Acq. And Prior Period Adj.				
450-Facility Acquisition/Improvements	-	-	-	
500/600-Other Financing Sources				
510-Debt Service	-	-	-	
6xx - Outgoing Transfer & Modifications	-	-	-	
Total Expenses	3,985,130	1,180,787	2,804,343	70.37%
Net Income	(77,864)	(150,871)		



Book	Policy Manual
Section	Vol. 38, No. 1 - September 2023
Title	Vol. 38, No. 1 - September 2023 Revised ONLINE/BLENDED LEARNING PROGRAM
Code	po2370.01
Status	
Adopted	June 18, 2018

Revised Policy - Vol. 38, No. 1

2370.01 - ONLINE/BLENDED LEARNING PROGRAM

The District shall provide eligible students the option of participating in online or blended learning courses. The purpose of the program is to make instruction available to eligible students using online and distance education technology in both traditional and nontraditional classroom settings. The District must make all eligible students and their parents or guardians aware of this program.

A. Definitions

1. **Online Learning** - Means a course of study that is capable of generating a credit or a grade, that is provided in an interactive internet-connected learning environment, in which students and their teachers are separated by time or location, or both, and in which the teacher is responsible for determining appropriate instructional methods for each student, diagnosing learning needs, assessing student learning, prescribing intervention strategies, reporting outcomes, and evaluating the effects of instruction and support strategies.
2. **Blended Learning** - A hybrid instructional delivery model where students are provided content, instruction, and assessment in part at the classroom, with a teacher, and in part through internet-connected learning environments with some degree of student control over time, location, and pace of instruction.

B. Program Eligibility

The District shall offer a program for students in:

~~() K through twelve (12).~~

~~() Grades six (6) through twelve (12).~~

(☒) Grades **5-12**.

The District may offer a full-time or part-time program for grades nine (9) through twelve (12) students enrolled in dropout prevention, academic intervention, core courses to meet graduation requirements, or dual enrollment programs.

C. Student Eligibility

1. ~~Students eligible for the District online/blended learning program must meet at least one (1) of the following conditions:~~
 - a. ~~The student has spent the prior school year in attendance at a public school in this State and was enrolled and reported by a public school district.~~

- b. ~~The student is a dependent child of a member of the United States Armed Forces who was transferred within the last twelve (12) months to Michigan from another state or foreign country pursuant to the parent's permanent change of station orders.~~
2. ~~Only students enrolled in grades six (6) through twelve (12) are eligible to enroll in an Online Learning course. Students in grades K through five (5) are only eligible to participate in Blended Learning Courses.~~

D. Course Availability and Access

1. The District shall provide access to enroll and participate in the available courses and shall award credit, as may be appropriate, for successful completion. Access shall be available to eligible students during or after the school day and during summer school enrollment. The District will provide at least one (1) of the following:
 - a. ~~() Online Learning, pursuant to the requirements set forth in Pupil Accounting Manual 5-O-D.~~
 - b. ☒ Virtual Learning, pursuant to the requirements set forth in Pupil Accounting Manual 5-O-A.
 - c. ☒ Independent Study, pursuant to the requirements set forth in Pupil Accounting Manual 5-O-A.
2. The District shall enroll an eligible student in up to two (2) online courses as requested by the student during an academic term, semester, or trimester. Consent from the student's parent or legal guardian must be obtained for students under the age of eighteen (18), except that permission shall not be required if the course is being provided as permitted by M.C.L. 388.1621f(14), which allows a district to provide online instruction for not more than fifteen (15) days per school year under specific circumstances.
3. A student may enroll in more than two (2) virtual courses in a specific academic term, semester, or trimester if both of the following conditions are met:
 - a. The District has determined that it is in the best interest of the student.
 - b. The student agrees with the recommendation of the District.
4. ~~The District will provide two (2) or fewer courses per semester in grades K through five (5) and one (1) or more courses per semester in grades six (6) through twelve (12). If students are taking more than two (2) courses per semester, the guidance found in the Pupil Accounting Manual 5-O-B shall be followed and seat time waivers obtained.~~
5. An eligible student may enroll in an online course published in the District online course syllabus, as described in section 8 below, or the State-wide catalog of online courses maintained by the Michigan Virtual University virtual university.
6. The District may deny a student enrollment in an online course if any of the following apply, as determined by the District:
 - a. The student is enrolled in any of grades K to five (5).
 - b. The student has previously gained the credits provided from the completion of the online course.
 - c. The online course is not capable of generating academic credit.
 - d. The online course is inconsistent with the remaining graduation requirements or career interests of the student.
 - e. The student has not completed the prerequisite coursework for the requested virtual course or has not demonstrated proficiency in the prerequisite course content ~~does not possess the prerequisite knowledge and skills to be successful in the online course or has demonstrated failure in previous online coursework in the same subject.~~
 - f. The online course is of insufficient quality or rigor. If the District denies a student enrollment for this reason, the District shall make a reasonable effort to assist the student in finding ~~to find~~ an alternative course in the same or a similar subject that is of acceptable rigor and quality.
 - g. The cost of the virtual course causes the District to exceed the target foundation allowance percentage.

h. ~~The request for a virtual course enrollment was not made in the academic term, semester, trimester, or summer preceding the enrollment. This subsection does not apply to a request made by a student who is newly enrolled in the District.~~

- i. If a student is denied enrollment in an online course by the District, the student may appeal the denial by submitting a letter to the Superintendent. The appeal must include the reason provided by the District for not enrolling the student and the reason why the student is claiming that the enrollment should be approved.

The Superintendent shall respond to the appeal within five (5) days after it is received. If the Superintendent determines that the denial of enrollment does not meet one (1) or more of the reasons specified in this subsection ~~4(E)-vi~~, the District shall allow the student to enroll in the online course.

7. An online learning student shall have the same rights and access to technology in his/her District's school facilities as all other students enrolled in that District.
8. If a student successfully completes an online course, as determined by the District, the District shall grant appropriate academic credit for completion of the course and shall count that credit toward completion of graduation and subject area requirements. A student's school record and transcript shall identify the online course title as it appears in the online course syllabus.
9. The enrollment of a student in one (1) or more online courses shall not result in a student being counted as more than 1.0 full-time equivalent student under this act.

E. Nonresident Applicants

1. ~~The District shall determine whether or not it has the capacity to accept applications for enrollment from nonresident applicants in online courses and may use that limit as the reason for refusal to enroll an applicant.~~
2. If the number of nonresident applicants eligible for acceptance in an online course does not exceed the capacity of the District to provide the online course, the District shall accept for enrollment all of the nonresident applicants eligible for acceptance.
3. If the number of nonresident applicants exceeds the District's capacity to provide the online course, the District shall use a random draw system.
4. The District shall determine whether or not it has the capacity to accept applications for enrollment from nonresident applicants in online courses and may use that limit as the reason for refusal to enroll an applicant.

F. Requirements Specific to Online Learning Courses

To offer an online course, the District must:

1. Provide the Michigan Virtual University virtual university with the course syllabus in a form and method prescribed by the Michigan Virtual University virtual university for inclusion in a State-wide online course catalog.
2. Provide on its publicly accessible website a link to the course syllabi for all of the online courses offered by the District, ~~as described in section 8~~, and a link to the State-wide catalog of online courses maintained by the Michigan Virtual University virtual university.
3. Assign to each student a teacher of record.
4. Offer the online course on an open entry and exit method, or aligned to a semester, trimester, or accelerated academic term format.

G. Online Course Syllabus

The District must publish an online course syllabus for each online course offered. The online course syllabus must include:

1. An alignment document showing how the course meets applicable State academic standards addressed in an online course.
2. Online course content outline.
3. Online course required assessments.
4. Online course prerequisites.
5. Expectations for actual teacher contact time with the online learning student and other student-to-teacher communications.
6. Academic support available to the online learning student.
7. Online course learning outcomes and objectives.
8. Name of the institution or organization providing the online content.
9. Name of the institution or organization providing the teacher of record/online instructor.
10. The course titles assigned by the provider and the course titles and course codes from the National Center for Education Statistics school codes for the exchange of data.
11. Number of eligible nonresident students that will be accepted by the District in the online course. This may include limiting enrollment to students enrolled in the District.
12. Results of the online course quality review using the guidelines and model review process published by the Michigan Virtual University/virtual university.

M.C.L. 388.1621f

Michigan Department of Education Guidance on Best Practices as Defined in M.C.L. 388.1621f

Michigan Department of Education Guidance on Best Practices as Defined in M.C.L. 388.1622f

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Legal

M.C.L. 388.1621f

Michigan Department of Education Guidance on Best Practices as Defined in M.C.L. 388.1621f



Book	Policy Manual
Section	Vol. 38, No. 1 - September 2023
Title	Vol. 38, No. 1 - September 2023 Revised WEAPONS
Code	po7217
Status	
Adopted	June 18, 2018

Revised Policy - Vol. 38, No. 1

7217 - WEAPONS

The Board of Education prohibits visitors from possessing, storing, making, or using a weapon in any setting that is under the control and supervision of the Board including, but not limited to, property leased, owned, or contracted for by the Board, a school-sponsored event, or in a Board-owned vehicle.

DRAFTING NOTE: The next two (2) paragraphs are optional language offered for Districts that desire to prohibit open carry by Concealed Pistol License ("CPL") holders. ~~As previously indicated in the 2015 Legal Overview, because of the unsettled state of the law between a District's right and obligation to provide for a safe and productive school environment for students and staff and the rights of CPL holders to open carry in every public space not specifically prohibited by law, NEOLA cannot and does not warrant the optional policy versions against legal challenge.~~

[X] The Board has a constitutional and statutory obligation to provide a free and appropriate education to all students who qualify. This includes the obligation to provide a safe and secure learning environment. The presence of dangerous weapons on school property or at ~~school-sponsored~~ school-sponsored events, except under very controlled circumstances, creates a potentially dangerous situation for students, staff, and visitors, and may trigger precautionary safety responses which disrupt the educational process and learning environment for students.

The Board, therefore, ~~prohibits~~ concludes that prohibiting weapons on school property and at ~~school-sponsored~~ school-sponsored events ~~due to~~ is reasonably related to legitimate educational concerns, including the ability to provide a safe and secure learning and social environment for its students and controlling and minimizing disruptions to the educational process.

[END OF OPTION]

Federal law establishes a "Weapon-Free School Zone" that extends 1,000 feet from the boundary of any school property.

The term "weapon" means any object which, in the manner in which it is used, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Weapons include, but are not limited to, firearms, guns of any type, including spring, air, and gas-powered ~~guns~~ guns, (whether loaded or unloaded), that will expel a BB, pellet, or ~~paintball~~ paint balls knives, razors, clubs, electric weapons, metallic knuckles, martial arts weapons, ammunition, and explosives or any other weapon described in 18 U.S.C. 921.

DRAFTING NOTE: The following language is also optional and should not be selected unless the district also selected the optional language above.]

[X] This prohibition applies regardless of whether the visitor is otherwise authorized by law to possess the weapon, including if the visitor holds a concealed weapons permit. **[END OF OPTIONAL PROHIBITION]**

X.1 [BEGINNING OF OPTIONS] The following are the exceptions to this policy:

- A. (X)) weapons under the control of law enforcement personnel;
- B. (X)) items approved by a principal as part of a class or individual presentation under adult supervision if used for the purpose of and in the manner approved (working firearms and ammunition shall never be approved);
- C. (X)) theatrical props that do not meet the definition of "weapon" above, used in appropriate settings;
- D. (X)) starter pistols used in appropriate sporting events;
- E. (X)) firearms that are lawfully stored inside a locked vehicle in school parking areas, if the District adopts appropriate safeguards to provide for student safety. **[END OF OPTIONS]**

These restrictions shall not apply in the following circumstances to persons who are also properly licensed to carry a concealed weapon:

- A. A parent or legal guardian of a student of the school may carry a concealed weapon while in a vehicle on school property, if the parent or legal guardian is dropping the student off at the school or picking up the student from the school and any person may carry a concealed weapon solely in the parking lot.
- B. A county corrections officer, a member of a Sheriff's posse, a police or sheriff's reserve or auxiliary officer, or a State Department of Corrections parole or corrections officer, a private investigator, a Michigan State Police motor carrier officer or Capitol security officer, a State court judge, a security officer required by the employer to carry a concealed weapon while on the premises, a court officer, or a parole, probation, or corrections officer or absconder recovery unit member of the Department of Corrections, if that individual has obtained a Michigan Department of Corrections weapons permit.
- C. A retired police or law enforcement officer, a retired Federal law enforcement officer, or a retired State court judge, a retired corrections officer of a county sheriff's department, if that individual has received county sheriff approved weapons training, or a retired parole, probation, or corrections officer or retired absconder recovery unit member of the Department of Corrections, if that individual has obtained a Michigan Department of Corrections weapons permit.

(X)] The Superintendent shall take the necessary steps to prosecute for a violation of the Weapon-Free School Zone.

(X)] In the event that a visitor violates this policy and refuses to leave the property or take other action as directed by the administrator, the administration is directed to immediately initiate a lockdown of the affected school or area, consistent with the lockdown procedures set out in Policy 8420. There are no exceptions to this mandate.

(X)] The Superintendent Administration shall refer a visitor who violates this policy to law enforcement officials and may take any steps necessary to exclude the visitor from Board property and Board-sponsored events.

18 U.S.C. 922

M.C.L. 28.425o, 123.1101, 750.222

20 U.S.C. 4141(g)

Michigan Gun Owners, Inc. v. Ann Arbor Public Schools

Michigan Open Carry, Inc. v. Clio Area School District

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Legal

18 U.S.C. 922

M.C.L. 28.425o, 123.1101, 750.222

20 U.S.C. 4141(g)

Michigan Gun Owners, Inc. v. Ann Arbor Public Schools

Michigan Open Carry, Inc. v. Clio Area School District



Book	Policy Manual
Section	Vol. 38, No. 1 - September 2023
Title	Vol. 38, No. 1 - September 2023 Revised STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY
Code	po7540.03
Status	
Adopted	June 18, 2018
Last Revised	August 21, 2023

Revised Policy - Vol. 38, No. 1

7540.03 - STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY

Technology directly affects the ways in which information is accessed, communicated, and transferred in society. Educators are expected to continually adapt their means and methods of instruction, and the way they approach student learning, to incorporate the latest technologies. The Board of Education provides Information & Technology Resources (as defined in Bylaw 0100) (collectively, "District Information & Technology Resources") to support the educational and professional needs of its students and staff. With respect to students, District Information & Technology Resources afford them the opportunity to acquire the skills and knowledge to learn effectively and live productively in a digital world. The Board provides students with access to the Internet for educational purposes only and utilizes online educational services/apps to enhance the instruction delivered to its students. The District's computer network and Internet system does not serve as a public access service or a public forum, and the Board imposes reasonable restrictions on its use consistent with its stated educational purpose.

The Board regulates the use of District Information & Technology Resources in a manner consistent with applicable local, State, and Federal laws, the District's educational mission, and articulated expectations of student conduct as delineated in the Student Code of Conduct. This policy and its related administrative guidelines and the Student Code of Conduct govern students' use of District Information & Technology Resources and students' personal communication devices when they are connected to District Information & Technology Resources, including online educational services/apps, regardless of whether such use takes place on or off school property (see Policy 5136).

Students are prohibited from using District Information & Technology Resources to engage in illegal conduct (e.g., libel, slander, vandalism, harassment, theft, plagiarism, inappropriate access, etc.) or conduct that violates this Policy and its related administrative guidelines and the Student Code of Conduct (e.g., making personal attacks or injurious comments, invading a person's privacy, etc.). Nothing herein, however, shall infringe on students' First Amendment rights. Because its Information & Technology Resources are not unlimited, the Board may institute restrictions aimed at preserving these resources, such as placing limits on use of bandwidth, storage space, and printers.

Students have no right or expectation to privacy when using District Information & Technology Resources (including, but not limited to, privacy in the content of their personal files, messages/e-mails, and records of their online activity).

While the Board uses various technologies to limit students using its Information & Technology Resources to only use/access online educational services/apps and resources that have been pre-approved for the purpose of instruction, study, and research related to the curriculum, it is impossible to prevent students from accessing and/or coming in contact with online content that has not been pre-approved for use by students of certain ages. It is no longer possible for educators and community members to review and screen materials to assess their appropriateness for supporting and enriching the

curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them) when significant portions of students' education take place online or through the use of online educational services/apps.

Pursuant to Federal law, the Board implements technology protection measures that protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act (CIPA). At the discretion of the Board or the Superintendent, the technology protection measures may be configured to protect against access to other material considered inappropriate for students to access. The Board also utilizes software and/or hardware to monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate, and/or harmful to minors. The technology protection measures may not be disabled at any time that students may be using District Information & Technology Resources if such disabling will cease to protect against access to materials that are prohibited under CIPA. Any student who attempts to disable the technology protection measures will be disciplined.

The Superintendent or Administration may temporarily or permanently unblock access to websites or online educational services/apps containing appropriate material if access to such sites has been mistakenly, improperly, or inadvertently blocked by the technology protection measures. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measures.

Parents are advised that a determined user may be able to gain access to online content and/or services/apps that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to content that they and/or their parents may find inappropriate, offensive, objectionable, or controversial. Parents of minors are responsible for setting and conveying the standards that their children should follow when using the Internet.

Principals are responsible for providing training so that students under their supervision are knowledgeable about this policy and its accompanying guidelines.

Pursuant to Federal law, students shall receive education about the following:

- A. safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communications;
- B. the dangers inherent with the online disclosure of personally identifiable information;
- C. the consequences of unauthorized access (e.g., "hacking", "harvesting", "digital piracy", "data mining", etc.), cyberbullying, and other unlawful or inappropriate activities by students online; and
- D. unauthorized disclosure, use, and dissemination of personally-identifiable information regarding minors.

Staff members shall provide guidance and instruction to their students regarding the appropriate use of District Information & Technology Resources and online safety and security as specified above. Additionally, such training shall include, but not be limited to, education concerning appropriate online behavior including interacting with others on social media, including in chat rooms, and cyberbullying awareness and response. Furthermore, staff members will monitor the online activities of students while they are at school.

☒ Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions, sessions, or use of specific monitoring tools to review browser history and network, server, and computer logs.
[END OF OPTION]

All students who use District Information & Technology Resources (and their parents if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines. (See Form 7540.03 F1)

In order to keep District Information & Technology Resources operating in a safe, secure, efficient, effective, and beneficial manner to all users, students are required to comply with all District-established cybersecurity procedures. ~~(-) including, but not limited to, the use of multi factored authentication for which they have been trained~~ **[END OF OPTION]**. Principals are responsible for providing such training on a regular basis and measuring the effectiveness of the training.

☒ Students will be assigned a District-provided school e-mail account that they are required to utilize for all school-related electronic communications, including those to staff members, peers, individuals, and/or organizations outside the District with whom they are communicating for school-related projects and assignments. ~~(-) Further, as directed and authorized by their teachers, they shall use their school assigned e-mail account when signing up/registering for access to various online educational services/apps.~~ **[END OF OPTION]**

Students are responsible for good behavior when using District Information & Technology Resources – i.e., behavior comparable to that expected of students when they are in physical classrooms and school buildings and at school-sponsored events. Because communications on the Internet are often public in nature, general school rules for behavior and communication apply. The Board does not approve any use of its Information & Technology Resources that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines.

[NOTE: If language about social media is added to Policy 7540, it is recommended that the following optional language be added to this policy.]

~~[] Students may only use District Information & Technology Resources to access or use social media if it is done for educational purposes in accordance with their teacher's approved plan for such use. [END OF OPTION]~~

[X] Use of Artificial Intelligence/Natural Language Processing Tools For School Work

Students are required to rely on their own knowledge, skills, and resources when completing school work. In order to ensure the integrity of the educational process and to promote fair and equal opportunities for all students, except as outlined below, the use of Artificial Intelligence (AI) and Natural Language Processing (NLP) tools (collectively, "AI/NLP tools") is strictly prohibited for the completion of school work. The use of AI/NLP tools, without the express permission/consent of a teacher, undermines the learning and problem-solving skills that are essential to academic success and that the staff is tasked to develop in each student. Students are encouraged to develop their own knowledge, skills, and understanding of course material rather than relying solely on AI/NLP tools and they should ask their teachers when they have questions and/or need assistance. Unauthorized use of AI/NLP tools is considered a form of plagiarism and any student found using these tools without permission or in a prohibited manner will be disciplined in accordance with the Student Code of Conduct.

Notwithstanding the preceding, students can use AI/NLP tools in the school setting if they receive prior permission/consent from their teacher, so long as they use the AI/NLP tools in an ethical and responsible manner. Teachers have the discretion to authorize students to use AI/NLP tools for the following uses:

- A. **Research assistance:** AI/NLP tools can be used to help students quickly and efficiently search for and find relevant information for their school projects and assignments.
- B. **Data Analysis:** AI/NLP tools can be used to help students to analyze, understand, and interpret large amounts of data, such as text documents or social media posts. This can be particularly useful for research projects or data analysis assignments – e.g., scientific experiments and marketing research.
- C. **Language translation:** AI/NLP tools can be used to translate texts or documents into different languages, which can be helpful for students who are learning a new language or for students who are studying texts written in a different language.
- D. **Writing assistance:** AI/NLP tools can provide grammar and spelling corrections, as well as suggest alternative word choices and sentence structure, to help students improve their writing skills.
- E. **Accessibility:** AI/NLP tools can be used to help students with disabilities access and understand written materials. For example, text-to-speech software can help students with specific learning disabilities or visual impairments to read texts and AI-powered translation tools can help students with hearing impairments understand spoken language.

As outlined above, under appropriate circumstances, AI/NLP tools can be effectively used as a supplement to and not a replacement for traditional learning methods. Consequently, with prior teacher permission/consent, students can use such resources to help them better understand and analyze information and/or access course materials. If a student has any questions about whether they are permitted to use AI/NLP tools for a specific class assignment, they should ask their teacher.

[END OF OPTION]

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users are personally responsible and liable, both civilly and criminally, for uses of District Information & Technology Resources that are not authorized by this policy and its accompanying guidelines.

The Board designates the Superintendent and Administration as the administrator(s) responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to students' use of District Information & Technology Resources.

Cross References

bo5500

Legal

P.L. 106-554, Children's Internet Protection Act of 2000

P.L. 110-385, Title II, Protecting Children in the 21st Century Act

18 U.S.C. 1460

18 U.S.C. 2246

18 U.S.C. 2256

20 U.S.C. 6777, 9134 (2003)

20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended (2003)

47 U.S.C. 254(h), (1), Communications Act of 1934, as amended (2003)

47 C.F.R. 54.500 - 54.523

Cross References

po5500 - STUDENT CONDUCT



Book	Policy Manual
Section	Vol. 38, No. 1 - September 2023
Title	Vol. 38, No. 1 - September 2023 Technical Correction INFORMATION SECURITY
Code	po8305
Status	
Adopted	June 18, 2018
Last Revised	August 21, 2023

Technical Correction - Vol. 38, No. 1

8305 - INFORMATION SECURITY

The District collects, classifies, and retains data/information from and about students, staff, vendors/contractors, and other individuals, about programs and initiatives undertaken by the school system, and about and related to the business of the District. This data/information may be in hard copy or digital format and may be stored in the District or offsite with a third party provider.

Data/Information Data/information collected by the District shall be classified as Confidential, Controlled, or Published.
Data/Information Data/information will be considered Controlled until identified otherwise.

Protecting District Information & Technology Resources (as defined in Bylaw 0100) is of paramount importance. Information security requires everyone's active participation to keep the District's data/information secure. This includes Board of Education members, staff members/employees, students, parents, contractors/vendors, and visitors who use District Information & Technology Resources (as defined in Bylaw 0100).

Individuals who are granted access to data/information collected and retained by the District must follow established procedures so that the data/information is protected and preserved. Board members, administrators, and all District staff members (), as well as contractors, vendors, and their employees, **[END OF OPTION]** granted access to data/information retained by the District are required to certify annually that they shall comply with the established information security protocols pertaining to District data/information. Further, all individuals granted access to Confidential Data/Information retained by the District must certify annually that they will comply with the information security protocols pertaining to Confidential Data/Information. Completing the appropriate section of the Staff Technology Acceptable Use and Safety form (Form 7540.04 F1) shall provide this certification.

All Board members, staff members/employees, students, contractors/vendors, and visitors who have access to Board-owned or managed data/information must maintain the security of that data/information and the District Information & Technology Resources on which it is stored.

If an individual has any questions concerning whether this Policy and/or its related administrative guidelines apply to them, or how they apply to them, the individual should contact the District's Technology Director or Information Technology Department/Office.

The Superintendent shall develop administrative guidelines that set forth the internal controls necessary to provide for the collection, classification, retention, access, and security of District Data/Information.

Further, the Superintendent is charged with developing procedures that can be implemented in the event of an unauthorized release or breach of data/information. These procedures shall comply with the District's legal requirements if such a breach of personally-identifiable information occurs.

The Superintendent shall require staff members to participate in training related to the internal controls applicable to the data/information that they collect and have access to and for which they are responsible for the security protocols.

Third party contractors/vendors who require access to Confidential Data/Information collected and retained by the District will be informed of relevant Board policies that govern access to and use of District Information & Technology Resources, including the duty to safeguard the confidentiality of such data/information.

Failure to adhere to this Policy and its related administrative guidelines may put data/information collected and retained by the District at risk. Employees who violate this policy and/or its related administrative guidelines may be disciplined, up to and including termination of employment and/or referral to law enforcement. Students who violate this Policy and/or its related administrative guidelines will be disciplined, up to and including expulsion and/or referral to law enforcement. (X) Contractors/vendors who violate this Policy and/or its related administrative guidelines may face termination of their business relationships with and/or legal action by the District. [END OF OPTION] Parents and visitors who violate this Policy and/or its related administrative guidelines may be denied access to the District's Information & Technology Resources.

The Superintendent shall conduct ~~() an annual~~ (X) a periodic [END OF OPTION] assessment of risk related to the access to and security of the data/information collected and retained by the District.

Cross References

po0100

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Cross References

po0100 - DEFINITIONS



Book Policy Manual
Section Vol. 38, No. 1 - September 2023
Title Vol. 38, No. 1 - September 2023 Revised FREE AND REDUCED-PRICE MEALS
Code po8531
Status
Adopted June 18, 2018

Revised Policy - Vol. 38, No. 1

8531 - FREE AND REDUCED-PRICE MEALS

The Board of Education recognizes the importance of good nutrition to each student's educational performance.

The Board shall provide needy children with ☒] breakfast and **[END OF OPTION]** lunch at a reduced rate or at no charge to the student.

Children, eligible for free or reduced-price meals, shall be determined by the criteria established by the Child Nutrition Program. These criteria are issued annually by the Federal government through the State Department of Education.

[DRAFTING NOTE: M.C.L. 388.1630d requires districts who receive funding to provide free school lunch and breakfast under that statute to implement a policy relating to the following. Therefore, the following option is recommended for districts that intend to apply for such funds.]

[X] Parents or guardians will be required to fill out relevant information to determine student eligibility for Federal free or reduced-cost meal reimbursement rates and CEP eligibility determinations.

The Board designates the (~~→~~) Superintendent (☒) Food Service Director **[END OF OPTION]** to determine in accordance with Board standards, the eligibility of students for free and/or reduced-price meals.

The schools shall (☒) annually (~~→~~) twice a year **[END OF OPTION]** notify all families of the availability, eligibility requirements, and/or application procedure for free and reduced-price meals by distributing an application to the family of each student enrolled in the school (☒) and shall seek out and apply for such Federal, State, and local funds as may be applied to the District's program of free and reduced-price meals **[END OF OPTION]**.

[DRAFTING NOTE: This section is NOT optional for districts who receive funding under M.C.L. 388.1631k]

However, in accordance with the provisions outlined in State Aid Section 31k, this procedure prohibits:

- A. **the requiring of any student who cannot pay for a school meal or who has a negative meal payment balance to wear a wristband or handstamp;**
- B. **the requiring of any student who cannot pay for a school meal or who has a negative meal payment balance to perform chores or other work to pay for school meals;**
- C. **the requiring of any student to dispose of a meal after it has been served because the student is unable to pay for the meal or has a negative meal payment balance;**
- D. **communicating directly with a student about a student meal debt unless the District has attempted to contact, but has been unsuccessful in communicating with, a student's parent or legal guardian through telephone, mail, and**

email; and

E. discussing a negative meal payment balance with a student in the presence of other students.

M.C.L. 380.1272 et seq.

M.C.L. 388.1630d

M.C.L. 388.1631k

42 U.S.C. 1751 et seq.

42 U.S.C. 1771 et seq.

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Legal

M.C.L. 380.1272 et seq.

M.C.L. 388.1630d

M.C.L. 388.1631k

42 U.S.C. 1751 et seq.

42 U.S.C. 1771 et seq.

Thrun Law Firm's comprehensive Policy Manual is available for purchase. Although not required for Policy Manual implementation, the related Administrative Guidelines and Forms, Student Handbook, and Employee Handbook are also available and align with the Policy Manual.

2023-2024 School Year Pricing Information

Retainer Clients

Policy Manual	\$8,000
Administrative Guidelines/Forms	\$4,500
Student and Employee Handbooks	\$1,500
Annual Updates (23-24 SY)	up to \$2,750 / SY

Non-Retainer Clients

Policy Manual	\$10,500
Administrative Guidelines/Forms	\$7,000
Student and Employee Handbooks	\$2,500
Annual Updates (23-24 SY)	up to \$4,250/ SY

Student and Employee Handbooks

As of March 2023, Thrun Law Firm is offering Student and Employee Handbooks, sold together. The Handbooks are intended for Thrun policy subscribers, as both Handbooks reference the relevant Thrun policies throughout. Annual updates to the Handbooks will be included in the existing annual update fee for policy subscribers.

Annual Updates

Thrun Law Firm will update the Policy Manual, Handbooks, Administrative Guidelines, and Forms annually and on an "as needed" basis. The annual update fee may be less than \$2,750 (for retainer clients) or \$4,250 (for non-retainer clients) if few or no updates are necessary in a given school year. Update fees are subject to automatic annual renewal and are invoiced in May or June for the current school year. Annual updates will cover July 1 to June 30 of each year.

Implementation

After receiving a completed order form, Thrun Law Firm will provide the named contact person with confirming correspondence and instructions on how to access the Policy Service, along with an implementation checklist. The district will be billed once the order form has been processed.

Policy Implementation Meetings

The Thrun Policy Manual is not ready for immediate adoption by your board until it is first reviewed and customized by your district. As a part of the policy service fees, Thrun Law Firm will conduct policy implementation meetings via Zoom to review the policies and discuss options identified within the policies. The dates for those meetings are emailed to subscribing districts and published in Thrun Law Firm's monthly retainer client newsletter *School Law Notes*.

Modifications

The Policy Manual, Handbooks, Administrative Guidelines, and Forms have been reviewed and vetted by our attorneys. Modifications are not included in the purchase price and will be billed at the respective attorney's hourly rate.

Online Platform

The Policy Service does not require districts to subscribe to an online platform from any particular vendor. Districts may inquire with their current online platform to determine if the current platform is compatible for posting the Policy Manual. Thrun Law Firm is not endorsing or recommending any particular platform to host board policies.

Districts may inquire with MASB about the BoardBook meeting management product, which offers a new online document system to host policies on a searchable, web-based platform. Please contact Stacy Washington at SWashington@masb.org or 517-327-5936 for additional information about BoardBook Manuals.

Payment

Thrun Law Firm will deliver an invoice upon receipt of this order form and payment is due within 30 days.

By signing this document, I acknowledge that I am making this purchase on behalf of the District/ISD, which will be invoiced for the products checked below and I will be subject to the attached Thrun Policy Service Terms and Conditions, which are incorporated by reference as if fully set forth herein.

Contact Person:* _____

Title: _____

E-mail: _____

District: _____

ISD: _____

Policy Manual ☐ Yes ☐ No (Check One)

Administrative Guidelines/Forms ☐ Yes ☐ No (Check One)

Student and Employee Handbooks ☐ Yes ☐ No (Check One)

Annual Updates ☐ Yes ☐ No (Check One)

Signature: _____

When completed, please return this form to Lucas Savoie (LSavoie@ThrunLaw.com).

*The Contact Person must register an account on the Thrun Law Firm website. If the Contact Person does not have an account, please create an account at www.ThrunLaw.com/user/register. If the Contact Person is already a registered user on the Thrun Law Firm website, they do not need to create a new account.

Recommendation to Board 12/18/23

I would like to recommend to the board to hire Morgan Gast as an assistant coach for our women's basketball team this season. She had been hired to coach the JV team, but unfortunately we did not have enough athletes to field two teams. Having multiple coaches during a season is beneficial in the case of an absence by our head coach. Having someone to fill in for practice or a game that knows the system and has been present at practice is an ideal situation. Having multiple coaches work together is best practice. Looking towards next year, our plan/hope is to have a JV team and allowing Morgan to learn the new system and build the relationship with the girls this year would be very beneficial to building and growing our girls basketball program. I propose that we pay her half of the JV coaches pay amount on Schedule B because she will have less responsibility. I think that it is imperative that we keep her involved in the program and compensate her for her time so that the program will continue to grow and build.

Sara

Morgan Gast	JVG BB	E	3357.50 / 2 = 1678.75
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DOLLAR BAY-TAMARACK CITY AREA SCHOOLS
FACILITY USE REQUEST AND AGREEMENT

Requester's Name:		
Address:	Phone:	Email:
I am requesting to use the _____ (area of school building) on _____ (date), between the hours of _____ and _____, for _____ (event).		

The areas of the building available for rent are the Gymnasium, Lower Gym/Lunchroom, Activity Room, Lobby, Auditorium, Library, and Designated Restroom(s).

I understand and agree that:

- I must remain onsite, supervising/present for the entire duration of the event.
- Absolutely no alcohol, tobacco, drugs, or weapons are permitted on the premises.
- A minimum fee of \$30 (for two hours, prorated if more) will be assessed for non-school-associated groups.
- Only the areas and equipment authorized by the school district are to be accessed.
- Key(s) must be returned within three days.
- The building and its contents are my responsibility during this time. I will be held responsible and financially liable for any damages and/or theft.
- It is my responsibility to clean up and close up, following the use of the building.
 - Floor swept and mopped, if needed
 - Tables wiped clean
 - Counters, sinks, etc. wiped cleaned
 - All lights turned off
 - All trash generated by my group/activity removed from the facility
 - All doors secured (pulled/locked tight)
 - Keys returned to the district office within three days
- A cleaning **deposit of \$20 is required**, and this will be returned to me if the area I use is in as-good-as or better condition, following its use.

_____ Requester's Signature	_____ Date
--------------------------------	---------------

DB-TC AREA SCHOOLS FACILITY USE AGREEMENT
BETWEEN DISTRICT AND INDIVIDUAL OR ORGANIZATION

_____ (requester/responsible adult) will be permitted access to the school building on _____ (date) from _____ (time). Locations used shall be subject to the school district's discretion and the user will be responsible for all expenses related to its presence at the district.

The user agrees to defend, indemnify, and hold harmless the school district, its boards, employees, and representatives from any and all claims, actions, suits, judgments, and expenses including claims, costs, attorney fees and damages in connection with its activities resulting in loss of life, bodily or personal injury, product liability claims and/or damage to property arising from or out of use by the user or its agents, members, partners, associates, or employees, or any portion of the school district.

If the use of the facility is by an established company, organization, or entity (not an unaffiliated individual), the user shall, at its own expense, keep in full force and effect until the cessation of its activity, a commercial general liability (CGL) insurance policy having limits of not less than one million dollars (\$1,000,000) for each occurrence and in the aggregate combined single limits for bodily injury, personal injury, and property damage. In addition, the policy shall name the school district as an additional insured on the policy. This shall be evidenced with a current Certificate of Insurance provided to the district prior to the facility use. (Insurance requirements may be waived for low-risk activities and short-term events/use by unaffiliated persons.)

_____ (certificate received/ waived)

<div style="display: flex; justify-content: space-between;"><div style="width: 60%;"><div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div>Requester's Signature</div><div style="width: 35%;"><div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div>Date</div></div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"><div style="width: 60%;"><div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div>Superintendent's Signature (or District Designee)</div><div style="width: 35%;"><div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div>Date</div></div>		
Cleaning deposit: \$20 Paid? Yes No Cleaning deposit Returned? Yes No	Rental fee: \$30/up to 2 hrs. \$15/additional hr. \$ _____ Paid? Yes No Other: _____	Key returned? _____ (date) _____ (rcvd. by)

Superintendent Evaluation - November 2023

A. Governance & Board Relations

Weight: 20%

	Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
A1. Policy Implementation Professional Standards for Educational Leaders: 1, 8	Main decisions without regard to adopted policy	Provides correspondence from policy provider with recommendations for adoption. Follows as written	Is actively involved in the development, interpretation and implementation of district policies	Is proactive in the determination of district needs and policy priorities; has a system in place to ensure timely implementation of district policies	4
A2. Budget development Professional Standards for Educational Leaders: 1, 9, 10	Goals are not developed	Goals are defined by implementing state curriculum and setting to measure student scores	Facilitates the development of short-term goals for the district. Provides the necessary financial strategies to meet these goals	Has a system in place for establishing, reporting on and maintaining goals. Budget practices help to ensure alignment of resources to goals	3
A3. Information Professional Standards for Educational Leaders: 1, 7, 9	Does not provide the information the board needs to perform its responsibilities	Keeps only some members informed, making it difficult for the board to perform its responsibilities	Keeps all board members informed with appropriate information as needed in its responsibilities	Has established mutually agreed upon protocols with the board regarding communication. Facilitates these protocols consistently	4
A4. Materials and background Professional Standards for Educational Leaders: 7, 8	Missing materials aren't readily available. Members arrive at meetings without enough prior information regarding agenda or background information	Missing materials are incomplete, and don't include adequate background information or historical perspective	Materials are provided. Background and historical perspective are included. Recommendations are included	Meeting materials are comprehensive with all adequate background information and previous action included. Recommendations are well thought out	4
A5. Board questions Professional Standards for Educational Leaders: 1, 7, 9	Board questions aren't answered fully nor in a timely manner	Most board questions are answered. All members aren't apprised of all relevant question/answer	Board questions are addressed with follow-up by all board members	Has a system in place for receiving and responding to board member questions in a timely and thorough manner	4
A6. Board development Professional Standards for Educational Leaders: 6	Doesn't promote and does not budget for board development	When prompted, provides members with information about board development	Provides all board members with information regarding board development opportunities when they arise and budgets for board development	Actively encourages board development by setting and communicating opportunities. Ensures funding is aligned to board development plan	4
Category rating: 3.83333333					

B. Community Relations

Weight: 15%

	Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
B1. Parent feedback Professional Standards for Educational Leaders: 1, 8	Doesn't accept input from or engage parents	Accepts suggestions and input from parents but fails to ask if they are engaged parents in decision-making or district-wide goal setting	Actively accepts parent input and engages parents in district-wide goal setting and decision-making	Actively seeks parent input, creates methods for parents to be actively involved in decision-making as well as setting and supporting district-wide goals	3
B2. Communication with community Professional Standards for Educational Leaders: 1, 8	Isn't readily available for parents, business, governmental and civic groups. Affects direct communication unless absolutely necessary	Is available for parents, business, governmental and civic groups. Affects direct communication unless absolutely necessary	Actively seeks two-way communication with the community as appropriate	Develops and assumes implementation of a community communication plan that fosters positive relations	4
B3. Community feedback Professional Standards for Educational Leaders: 1, 8	Doesn't accept input or engage community	Accepts suggestions and input from community but fails to seek it. Does not engage community in decision-making or district-wide goal setting	Readily accepts community input and engages community in district-wide goal setting and decision-making	Actively seeks community input, creates methods for community to be actively involved in decision-making as well as setting and supporting district-wide goals	3
B4. Media relations Professional Standards for Educational Leaders: 1, 8	Communication with the media only when requested	Isn't proactive, but is cooperative with the media when contacted	Promotes positive relations and provides the media with district news information	Initiates and establishes a system for actively engaging the media to promote the district and provide timely and effective information	4
B5. District image Professional Standards for Educational Leaders: 1, 8	Is indifferent or negative about the district. Does not speak out or represent the district well in front of groups	Doesn't actively promote the district. Speaks about district in public	Promotes a positive image of the district as expected. Well spoken	Promotes a positive image at all times, is a champion for the district. Articulate, knowledgeable and well spoken	4
B6. Approachability Professional Standards for Educational Leaders: 1, 8	Is neither readily nor approachable by members of the community	Is not readily visible at events or in the community. Is not consistently visible by members of the community	Is consistently visible at events and has developed methods of being approachable by members of the community	Is consistently visible at a variety of events and has developed methods of being approachable by members of the community	4
Category rating: 3.66666667					

C. Staff Relations

Weight: 15%

	Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
C1. Staff feedback (Teacher feedback is a critical component) Professional Standards for Educational Leaders: 6, 7	Doesn't accept input or engage teachers and staff in decision-making or goal setting	Accepts suggestions and input from staff but does not seek it. Does not engage staff in district-wide goal setting or decision-making	Actively accepts staff input and engages staff in district-wide goal setting and/or decision-making	Actively seeks staff input and creates methods for staff to be actively involved in decision-making as well as developing and supporting district-wide goals	4
C2. Staff consultation Professional Standards for Educational Leaders: 2, 7, 9	Doesn't inform staff of matters that may be of concern	Is inconsistent in keeping staff informed of important matters	Consistently keeps staff informed of important matters	Initiates and ensures implementation of a staff communication plan that fosters positive relations and keeps staff informed of important matters	4
C3. Personnel matters Professional Standards for Educational Leaders: 9	Personnel matters are not handled in a consistent manner. Some situations may be handled with bias	Many personnel matters are handled, but not always in a consistent manner	Personnel matters are handled with consistency, fairness, discretion, and impartiality	A system is in place for handling personnel matters that is proactive, consistent, fair, discrete, and impartial. Personnel procedures are regularly reviewed, communicated to staff, and updated as needed	4
C4. Delegation of duties Professional Standards for Educational Leaders: 9, 10	Doesn't delegate duties. Maintains too much personal control over all district operations	Delegates duties as staff members request additional responsibilities	Delegates responsibility to staff with their abilities and then provides support to ensure these duties	Delegates responsibility to staff that will foster professional growth, leadership and decision-making skills	4
C5. Recruitment Professional Standards for Educational Leaders: 6	There is no formal or informal recruitment process and/or hiring is considered in an arbitrary manner	An informal recruitment and hiring process is in place, but is not used consistently	A formal recruitment and hiring process is followed for hiring opportunities	A formal recruitment and hiring process is followed for each hiring opportunity. Actively recruits the best staff available and encourages their application to the district	3
C6. Labor relations (Superintendent) Professional Standards for Educational Leaders: 3	Is unable to work with union leadership. Doesn't work to improve labor issues	Is inconsistent in working with union leadership in regard to bargaining and labor relations	Consistently works to work with union leadership. Shares appropriate information and effectively manages the dynamics of the relationship	Proactively works with union leadership to build relationships with all groups and establishes trust and effectively sharing of information in the bargaining process as appropriate	3
C7. Visibility in district Professional Standards for Educational Leaders: 1, 4, 5, 6	Seldom visits buildings	Is occasionally present at building programs and special activities	Conducts only visits building programs and special activities	Conducts a regular and purposeful visit to buildings and classrooms. Consistently attends special activities	4
Category rating: 3.75000000					

D. Business & Finance

Weight: 20%

	Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
D1. Budget development and management Professional Standards for Educational Leaders: 1, 2, 9	Budget knowledge is limited. The budget is developed and changed without taking into consideration current needs of the district	Budget knowledge is limited. The budget is developed and changed without taking into consideration current needs of the district	Writes to develop and manage the budget to meet the immediate fiscal needs. Decisions are primarily reactive to current needs of the district	Budget actions are proactive and consider the most current information and data. A balance is sought to meet the needs of students and remain fiscally responsible to the community	4
D2. Budget reports Professional Standards for Educational Leaders: 1, 2, 9	Doesn't report financial information to the board except with the annual audit	Reports the status of financial accounts as requested by the board	Reports the status of financial accounts as requested by the board	Has a system in place for the monitoring and reporting of all budgetary and financial information to the board. Information provided is adequate and timely, and outlines potential ramifications of any changes	4
D3. Financial controls Professional Standards for Educational Leaders: 2, 9	Annual audits reveal areas that are in need of improvement. Financial accounts aren't in order	Annual audits reveal areas that are in need of improvement. Financial accounts aren't in order	Annual audits reveal areas that are in need of improvement. Financial accounts aren't in order	Is up-to-date with GAAP and state accounting procedures. Maintains internal controls	4
D4. Facility management Professional Standards for Educational Leaders: 9	A facilities management plan is not created. Maintenance is only performed when absolutely needed	Facilities needs are discussed internally, but a plan is not created. Issues are addressed on an as-needed basis	Facilities needs are discussed internally, but a plan is not created. Issues are addressed on an as-needed basis	A facilities management plan is in place that includes the current status of the buildings and the need to improve facilities in the future	3
D5. Resource allocation Professional Standards for Educational Leaders: 1, 9	Resources are allocated inconsistently and without consideration of district needs	Resources are distributed consistently based upon district goals/needs and seek to meet immediate objectives	Resources are distributed consistently based upon district goals/needs and seek to meet immediate objectives	Resources are distributed consistently based upon district goals/needs and seek to meet immediate objectives	3
Category rating: 3.8					

E. Instructional Leadership

Weight: 30%

	Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
E1. Performance evaluation system Professional Standards for Educational Leaders: 6, 9, 10	No performance evaluation system is in place and/or not all educators have been completed as required	Most performance evaluations are completed in a timely manner and are in compliance with state law	All required performance evaluations are completed in a timely manner and are in compliance with state law	Performance evaluation system has been established that is in compliance with state law, provides opportunities for growth to instructional staff, and is applied consistently across the district with consistent results	4
E2. Building-level Leadership Professional Standards for Educational Leaders: 4, 6, 7	No effort is made to foster autonomy at school building level. Expectations regarding learning and instruction have not been established	Little effort is made to foster autonomy at school building level. Expectations regarding learning and instruction are vague or unclear	Efforts are made to foster autonomy at school building level. Expectations regarding learning and instruction are clear and consistent	Proactive and consistent autonomy is established with accountability. Clear, measurable goals for learning and instruction have been established that provide a road for building-level growth and success. Efforts are made to meet these goals	4
E3. Staff development Professional Standards for Educational Leaders: 6, 10	Staff development isn't consistently provided. Staff members are responsible for their own improvement	Staff development programs are offered based upon available opportunities	Staff development programs are offered based upon available opportunities	Staff development programs are individualized, targeted toward district-specific goals and are sustained to increase student achievement	3
E4. School improvement Professional Standards for Educational Leaders: 6, 9, 10	School improvement efforts are limited. There is no comprehensive plan in place	School improvement plans are in place at the building level but lack district-wide coordination	School improvement plans are in place at the building level and align to the district-wide goals	School improvement plans are in place at all buildings and align to the district-wide goals. Systems are in place for implementation of improvement efforts and monitoring of progress	3.5
E5. Curriculum Professional Standards for Educational Leaders: 4, 7	Curriculum isn't a priority in the district and/or is inconsistent across grade levels	Teachers are allowed to define their own curriculum. There is little coordination	A curriculum is in place that seeks to meet the state standards	Curriculum is in place, aligned across grade levels, and in compliance with state standards	4
E6. Instruction Professional Standards for Educational Leaders: 4, 6, 7	There is little focus on instruction. Technology is not utilized in classroom instruction	Teachers are encouraged to enhance their instruction and skills and embrace technology, but no comprehensive program is in place	Effort is made to accommodate diverse learning styles, needs and levels of readiness. Some effort is made to incorporate technology into learning	Instructional practice in place that is differentiated and personalized to student needs. Technology is used to enhance teaching and learning	4
E7. Student feedback Professional Standards for Educational Leaders: 3, 4	Doesn't accept input or seek student feedback	Accepts suggestions and input from students but does not seek it	Readily accepts student input and engages students in district-wide goal development and/or decision-making	Actively seeks student input, creates methods for students to be actively involved in development of district-wide goals as well as decision-making	4
E8. Student attendance Professional Standards for Educational Leaders: 5	Attendance isn't addressed as a policy issue. Attendance rates are decreasing	Attendance isn't an area of focus. There are plans and interventions in place to address chronic attendance problems. Attendance rates are improving or at a high level	Attendance is an area of focus. There are plans and interventions in place to address chronic attendance problems. Attendance rates are improving or at a high level	Attendance is an area of focus. Individual student attendance problems are addressed early and supports are put into place. Attendance rates are being maintained at a high level	4
E9. Support for Students Professional Standards for Educational Leaders: 3, 5	Academic supports are in place, but are inconsistent	Academic supports are in place but social supports to meet the needs of students are lacking	Programs and activities are available for students. Coordination and alignment can be improved	Coherent systems of academic and social supports are in place to meet the needs of all students. Maintains a safe, caring and healthy learning environment	3
E10. Professional knowledge Professional Standards for Educational Leaders: 1, 4, 6	Is uninvolved in current instructional programs. Does not hold appropriate superintendent certification and is not enrolled in appropriate certification	Is somewhat knowledgeable of current instructional programs. Does not hold appropriate superintendent certification and is not enrolled in appropriate certification	Demonstrates knowledge of current instructional programs. Is able to discuss them. Seeks to learn and improve upon personal and professional abilities. Holds and maintains appropriate superintendent certification	Demonstrates knowledge of and comfort explaining current instructional programs. Participates actively in professional growth and organizations for the benefit of the district and personal, professional growth. Holds and maintains appropriate superintendent certification	3.5
Category rating: 3.7					

F. Determining the Professional Practice Rating

Superintendent name:	Christina Norland	Nov./Dec. 2023	
Item	Weight of Category	Category Score (%)	Category Weighted Score
A. Governance & Board Relations	20% (.2)	3.833333333 x 20%	= 0.766666667
B. Community Relations	15% (.15)	3.666666667 x 15%	= 0.55
C. Staff Relations	15% (.15)	3.714285714 x 15%	= 0.557142857
D. Business & Finance	20% (.2)	3.6 x 20%	= 0.72
E. Instructional Leadership	30% (.3)	3.7 x 30%	= 1.11
Total Possible	100%	Score:	3.703809524
		Adjusted (Score / 4) =	93%

G. Other Required Components of Evaluation

Superintendent name:	Christina Norland	Nov./Dec. 2023
Student Growth		Weight: 40%

Student growth and assessment data used for superintendent evaluation must be the combined student growth and assessment data used in annual evaluation for the entire district. Districts should establish a student growth model to be used for teacher and administrator evaluations that incorporates the most recent three consecutive years of student growth data. NOTE: Beginning in 2018-19 and moving forward, 50% of student growth must be based on state assessment data (from subject areas and grades administered).

	Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
	Fewer than 60% of students met growth targets	60-74% of students met growth targets	75-89% of students met growth targets	90% or more students met growth targets	3.5
Growth:	In 2022-23, K-8th grade students grew in Reading/ELA and Mathematics, based on Early Literacy and Math Benchmark Assessments and Renaissance Star Benchmark Assessments. These same benchmark assessments continue to be used K-8. School-wide M-STEP growth is as expected.				
Evidence:	98b Goal Progress Report				
	Component score:				3.5

* For superintendents who are regularly involved in instruction, 25% of the annual evaluation must be based on student growth and assessment data.

Progress Toward District-Wide Goals

Weight: 10%

Progress made by the school district in meeting the goals set forth in the school district's school improvement plans is a component for superintendent evaluation.

	Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
	Progress was made on fewer than 60% of goals	Progress was made on 60-74% of goals	Progress was made on 75-89% of goals	Progress was made on 90% or more of goals	4
Progress:	The elementary school study of and focus on our K-5 Mathematics instruction has resulted in significant steps in the right direction. This year, a new curriculum was adopted: Eureka Math Squared. Students are benefiting daily and all agree we will continue to see growth in the coming years, as a result.				
Evidence:	School Improvement Plan				
	Component score:				4

H. Compiling the Summative Evaluation Score

Component	Weight of Component	Component Score (%)	Component Weighted Score
Professional Practice (Adjusted score, p. 14)	50% (.50)	3.703809524 x 50%	= 1.851904762
Student Growth (Component score, p. 15)	40% (.40)	3.5 x 40%	= 1.4
Progress Toward District-Wide Goals (Component score, p. 15)	10% (.10)	4 x 10%	= 0.4
Total Possible	100%	Total Score:	3.651904762
		Total Score / 4 =	91%

Evaluation rating as follows: 90% - 100% = Highly Effective; 75% - 89% = Effective; 60% - 74% = Minimally Effective; Less than 60% = Ineffective

Comments by Board of Education:	Comments by the Superintendent:
The board thanks Mrs. Norland for her dedicated service to the district and looks forward to more good years ahead.	I believe the district is in a ready position to begin a strategic planning process, and making progress in this direction will be a goal of the coming year. In addition, because of the great strides made recently in the area of elementary mathematics instruction, we can now update our school improvement goals, which had for the past few years focused on K-5 Math. I will ensure our new district goals fit under the umbrella of the Multi-Tiered Systems of Support framework, which drives much of our work. I am thankful for the opportunity to serve the families and staff of Dollar Bay-Tamarack City Area Schools, supported by a board who has the good of our students at heart.