



Ford Administration
1620 E. Elza, Hazel Park, MI 48030 | 248-658-5200 | F: 248-544-5223
www.hazelparkschools.org

Agenda

Special Board of Education Meeting

Ford Administration Building
1620 E Elza Avenue
Hazel Park, MI 48030
December 7, 2020
6:00 PM

In accordance with Public Act 228 of 2020 and due to the COVID-19 Pandemic, the Hazel Park Schools Board of Education will be conducting a Special Board of Education Meeting via phone/Zoom video conference.

Join Zoom Meeting

[https://hazelparkschools.zoom.us/j/85798564621?pwd=U2NyMTUvWThvN3lOS01tMTRaQ1dz](https://hazelparkschools.zoom.us/j/85798564621?pwd=U2NyMTUvWThvN3lOS01tMTRaQ1dzQT09)

QT09 Meeting ID: 85798564621 Passcode: 941343

Call into the meeting by phone (312) 626-6799 enter 85798564621 941343

You may email your questions or comments to Board President:

laura.adkins@hazelparkschools.org

CALL TO ORDER

ROLL CALL

APPROVAL OF THE AGENDA

PUBLIC COMMENT

NEW BUSINESS

- A. Board of Education Policies Updates & Revisions (Informational Item) 3
- B. Superintendent School Year Review (Informational Item)
 - 1) Feedback on programs, services & operations
 - 2) Wage adjustment/contract amendment
- C. MASB Conference (Informational Item) 51
- D. Book Reading - Chapter 9 (Informational Item)

BOARD MEMBERS AND ADMINISTRATION COMMENTS

ADJOURNMENT

Any person with a disability who needs accommodation for participation in this meeting should contact the Superintendent's office at (248) 658-5220 at least five (5) days in advance of the meeting to request assistance.

All Official minutes of school board meetings are stored and available for inspection in the Ford Administration office at the above address.

This notice is given in compliance with Act No. 267 of the Public Acts Michigan, 1976



Book	Policy Manual
Section	2000 Program
Title	Special Update-Title IX Regulations - July 2020 New NONDISCRINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS OR ACTIVITIES
Code	po2266
Status	Policy Committee

2266 - STUDENT DISCRIMINATION AND HARASSMENT

STUDENTS

Student Discrimination and Harassment.

The District is committed to maintaining a learning environment in which all individuals are treated with dignity and respect, free from discrimination and harassment. The District shall not discriminate on the basis of race, color, national origin, sex, including sexual orientation or sexual identity, age, religion, height, weight, marital or family status, disability, military status, genetic information, or any other federal or state legally protected category in its programs and activities. Sexual harassment (see specific requirements under Title IX below) is a form of sex discrimination, and shall likewise not be permitted with respect to students or employees. The District shall not retaliate against a person who reports or opposes improper discrimination or retaliation. The District shall fully comply with all applicable federal and state civil rights statutes. Discrimination, retaliation and harassment are prohibited whether occurring at school, on District property, in a District vehicle, or at any District-related activity or event.

The Superintendent shall designate not less than one Compliance Officer responsible for coordinating the District's compliance with applicable federal and state laws and regulations, and for investigating reports of discrimination or harassment. The Superintendent shall ensure that all required notices under the civil rights or other laws are provided to staff members.

A student who believes he or she has been or is the victim of discrimination or harassment should immediately report the situation to a teacher, counselor, social worker, the building principal or assistant principal, or the Superintendent. A staff member who observes, has knowledge of, or learns that a student has been or is the victim of discrimination or harassment shall immediately report the situation to the building principal or assistant principal or the Superintendent. Complaints against the building principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President.

The Superintendent shall develop and implement administrative guidelines to enforce this policy.

Sexual Harassment

"Sexual Harassment" is one form of prohibited harassment under District policy. Federal laws and regulations define the type of "sexual harassment" that triggers a duty to respond under a Federal law known as Title IX. Sexual harassment is defined under Title IX as conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct (i.e. quid pro quo sexual harassment);
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to the District's education programs or activities; or
3. Sexual assault (as defined in the Clery Act, 20 U.S.C. §1092(f)(6)(a)(v)), dating violence, domestic violence or stalking (as defined in the Violence Against Women Act, 34 §U.S.C.12291(a)).

Complaints of harassment, not defined as sexual harassment under Title IX, but nevertheless are based on allegations related to sex, gender or other protected classes as identified above are subject to investigation and response under this Policy and/or the Student Code of Conduct.

The District shall not retaliate against a person who reports or ³pposes sexual harassment. The District shall fully comply with Title IX of the Civil Rights Act of 1964 and the accompanying regulations.

The Superintendent shall designate not less than one Title IX Coordinator responsible for coordinating the District's compliance with Title IX and its regulations, and for investigating reports of sexual harassment under Title IX.

A student who believes he or she has been or is the victim of sexual harassment should immediately report the situation to a teacher, counselor, social worker, the building principal or assistant principal, the Superintendent, or a Title IX Coordinator. A District employee who observes, has knowledge of, or learns that a student has been or is the victim of sexual harassment shall immediately report the situation to the building principal or assistant principal, Superintendent or Title IX Coordinator. Complaints against the building principal should be filed with the Superintendent or Title IX Coordinator. Complaints against the Superintendent should be filed with the Board President or Title IX Coordinator.

The Superintendent shall develop and implement as an administrative guideline a Title IX Sexual Harassment Grievance Procedure.

EMPLOYEES

Employee Discrimination and Harassment.

The District shall not discriminate on the basis of race, color, national origin, sex (including sexual orientation or sexual identity), age, religion, height, weight, marital or family status, disability, military status, genetic information, or any other federal or state legally protected category in its programs and activities, including employment. Sexual harassment is a form of sex discrimination, and shall likewise not be permitted with respect to students or employees. The District shall not retaliate against a person who reports or opposes improper discrimination or retaliation. The District shall fully comply with all applicable federal and state civil rights statutes.

The Board shall designate not less than one Compliance Officer responsible for coordinating the District's compliance with applicable federal and state laws and regulations, and for investigating reports of discrimination or harassment. The Superintendent shall ensure that all required notices under the civil rights or other laws are provided to staff members.

A person who believes he or she has been or is the victim of discrimination or harassment should immediately report the situation to a teacher, counselor, social worker, the building principal or assistant principal, or the Superintendent. A staff member who observes, has knowledge of, or learns that a person has been or is the victim of discrimination or harassment shall immediately report the situation to the building principal or assistant principal or the Superintendent. Complaints against the building principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President.

The Superintendent shall develop and implement administrative guidelines to enforce this policy.

Sexual Harassment

"Sexual Harassment" is one form of prohibited harassment under District policy. Federal laws and regulations define the type of "sexual harassment" that triggers a duty to respond under a Federal law known as Title IX. Sexual harassment is defined under Title IX as conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct (i.e. quid pro quo sexual harassment);
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to the District's education programs or activities; or
3. Sexual assault (as defined in the Clery Act, 20 U.S.C. §1092(f)(6)(a)(v)), dating violence, domestic violence or stalking (as defined in the Violence Against Women Act, 34 §U.S.C.12291(a)).

Complaints of harassment, not defined as sexual harassment under Title IX, but nevertheless are based on allegations related to sex, gender or other protected classes as identified above are subject to investigation and response under this Policy and/or any relevant Employee Handbook.

The District shall not retaliate against a person who reports or opposes sexual harassment. The District shall fully comply with Title IX of the Civil Rights Act of 1964 and the accompanying regulations.

The Superintendent shall designate not less than one Title IX Coordinator responsible for coordinating the District's compliance with Title IX and its regulations, and for investigating reports of sexual harassment under Title IX.

A person who believes he or she has been or is the victim of sexual harassment should immediately report the situation to the building principal or assistant principal, the Superintendent, or a Title IX Coordinator. A District employee who observes, has knowledge of, or learns that a person has been or is the victim of sexual harassment shall immediately report the situation to the building principal or assistant principal, Superintendent or Title IX

Coordinator. Complaints against the building principal should be filed with the Superintendent or Title IX Coordinator. Complaints against the Superintendent should be filed with the Board President or Title IX Coordinator.

The Superintendent shall develop and implement as an administrative guideline a Title IX Sexual Harassment Grievance Procedure.

ClarkHill\0000\0000\223909839.v1-5/27/20

Last Modified by Debbie Scott on December 2, 2020

HAZEL PARK PUBLIC SCHOOLS

Title IX Grievance Procedure

Title IX Statement

Title IX prohibits discrimination on the basis of sex, including sexual harassment, in any program, service or activity, including but not limited to, educational programs or activities, such as, extracurricular activities, student services, academic counseling, discipline, classroom assignment, grading, athletics, and transportation operated by Hazel Park Schools (“District”), including admission to these programs and activities. Title IX also prohibits sex discrimination in employment.

The District encourages anyone who believes a Title IX violation may have occurred to report their concerns to a District employee or a District Title IX Coordinator who are identified below.

The District’s Title IX Coordinator(s) are:

OFFICE OF HUMAN RESOURCES
1620 E ELZA
HAZELPARK MI 48030
248-658-5241
HUMANRESOURCES@HAZELPARKSCHOOLS.ORG

Definitions

“School community” means students, parents/legal guardians, administrators, professional and support staff, as well as Board of Education members, agents, volunteers, contractors or other persons subject to the control and supervision of the Board.

“Complainant” means the person who is alleged to be the victim of conduct that could constitute sexual harassment.

“Respondent” means the person who has been reported to be the perpetrator of the conduct that could constitute sexual harassment.

“Third parties” include, but are not limited to, guests and/or visitors on district property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with or seeking to do business with the Board of Education (“Board”) and other individuals who come into contact with members of the school community at school-related events/activities (whether on or off district property).

“Sexual Harassment” is defined as conduct on the bases of sex that satisfies one or more of the following:

1. An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct (*i.e. quid pro quo* sexual harassment);
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to the District's education programs or activities; or
3. Sexual assault (as defined in the Cleary Act, 20 U.S.C. 1092(f)(6)(a)(v)), dating violence, domestic violence or stalking (as defined in the Violence Against Women Act, 34 U.S.C.12291).

“Formal Complaint” is defined as a document filed by the Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the District investigate the allegation of sexual harassment.

Grievance Procedures

These Grievance Procedures are intended to treat Complainants and Respondents equitably by providing remedies to a Complainant if a Respondent is found responsible, and by following the proscribed grievance process before imposing discipline on a Respondent. The Grievance Procedure seeks to ensure objective evaluation of all relevant evidence, including inculpatory and exculpatory evidence. Individuals involved in the Grievance Procedures – including Title IX Coordinators, investigators, decision-makers, facilitators of informal resolution efforts – must be trained and not have any bias or conflict of interest.

Reporting

Any student or District employee who believes that they have been subjected to sexual harassment by a student, board member, staff, vendor, volunteer, contractor, or other person doing business with the District, should immediately report the behavior or communication to a District employee or the Title IX Coordinator.

All District employees are expected to promptly report actual knowledge of sexual harassment they observe or hear about to a Title IX Coordinator.

Reports can be made orally or in writing and should be as specific as possible. The person making the report should identify the alleged victim/Complainant, perpetrator(s)/Respondent(s) and witness(es), and describe in detail what occurred, including date(s), time(s) and location(s).

A Formal Complaint must be filed by a Complainant prior to the District proceeding with its Title IX Grievance Procedure. A Title IX Coordinator may sign a formal complaint, without the Complainant's consent, but the Grievance Procedures will continue to be applicable to the Complainant throughout the investigation.

Any incidents of sexual harassment that come to the District's attention through means other than a formal complaint will be promptly addressed by the Title IX Coordinator. Supportive measures will be considered and offered to both parties and the Title IX Coordinator shall provide

information to the Complainant about how to file a formal complaint, or if the Title IX Coordinator chooses, he or she can file a formal complaint to begin the Grievance Procedure.

Mandatory and Discretionary Dismissals

The District must dismiss a complaint:

- That does not describe the conduct that meets the definition of sexual harassment;
- That alleges sexual harassment that did not occur in the school's educational program or activity; or
- That alleges the sexual harassment did not occur in the United States at all.

The District may dismiss a complaint:

- If the complainant notifies the Title IX Coordinator in writing that the complainant wishes to withdraw the formal complaint or some of its allegations;
- If the respondent is no longer enrolled or employed by the District; or
- If specific circumstances prevent the District from gathering evidence sufficient to reach a determination about the allegations.

If the District dismisses a complaint, or any allegations, pursuant to the above, it will send a written notice of dismissal and the reason(s) to the parties. Both parties have the right to appeal the District's dismissal as described in more detail below under "Right to Appeal."

Informal Resolution Process

If appropriate as determined by the Title IX Coordinator, the Complainant and the Respondent may voluntarily agree to participate in an informal resolution process that does not involve a full investigation and determination. Prior to the informal resolution process commencing, both parties will receive written notice of the charges and allegations and will be advised of their option to engage in a formal resolution process. The Complainant will not be required to resolve the problem directly with the Respondent, and either party has the right to end the informal process at any time and begin the formal process for investigating the complaint. The District prohibits the informal resolution process for complaints involving an employee and a student. The informal process should be completed on or before **thirty (30) days** after the complaint is filed.

Formal Resolution Process

If the parties choose not to engage in the informal resolution process, or choose to stop the informal resolution process at any time, the District will conduct a prompt and full investigation into any formal Title IX complaint. An investigation will afford both the Complainant and the Respondent a full and fair opportunity to be heard, submit documentation and evidence supporting or rebutting the allegation(s), and identify witnesses. All parties involved in the investigation will be provided with a copy of these Title IX Grievance Procedures.

When the District begins the investigation, written notice will be provided to the parties containing:

- A copy of the District’s Policy and Grievance Procedure under Title IX;
- Whether there is an opportunity to engage in informal resolution;
- The actual allegations and facts that would constitute sexual harassment;
- A statement that the Respondent is presumed innocent;
- A statement that the parties are entitled to an advisor of their choice;
- A statement that the parties can request to inspect and review certain evidence; and
- Information regarding the Code of Conduct and false statements.

Investigations may be conducted by the appropriate Title IX Coordinator or designee, such as a building administrator or other administrator, who has been trained in Title IX procedures and does not have a conflict of interest or bias towards either party. The District reserves the right to obtain or consult with a third party investigator or resource at any time during the Grievance Procedures.

Prior to and during the investigation process, the Title IX Coordinator or designee will meet independently with the Complainant and the Respondent and discuss any supportive measures to be implemented before or during the investigation.

Retaliation Prohibited

At the beginning of the investigation, the Title IX Coordinator or investigator will explain that Title IX includes protections against retaliation and that the District will take steps to prevent retaliation and that the District will strongly react to any retaliatory actions, including any acts of retaliatory harassment, should they occur. No student, parent/guardian, employee, or member of the public shall be retaliated against for filing a complaint or participating in the investigation of the complaint.

Respondent Presumed Innocent

During an investigation, the Respondent is presumed to be innocent.

Investigation Procedure

Investigations must begin promptly, proceed impartially, and treat all parties equitably. This includes providing both parties an opportunity to present witnesses and other evidence. The investigation will be concluded within 30 - 60 calendar days after a complaint is filed, unless there is good cause to continue the investigation beyond 60 days (e.g. law enforcement activities, absence of a party or witness, absence of a party’s advisor of choice or the need to provide language assistance or accommodations of disabilities).

Supportive measures

Upon request of a party, or on its own initiative, the District may implement supportive measures prior to or during the investigation of a formal complaint. Supportive measures are free, individualized services designed to restore or preserve equal access to education, protect safety, or deter sexual harassment. Supportive measures support a student and are not punitive or disciplinary with respect to another student. They do not unreasonably burden any other person.

A party can submit requests for supportive measures, either verbally or in writing, to the investigator and/or to the Title IX Coordinator. (The investigator will notify the Title IX Coordinator of any request for supportive measures and the Title IX Coordinator will be responsible to implement supportive measures.) Supportive measures include, but are not limited to, counseling, extensions of time, modifications of work or class schedules, appropriate emotional and/or academic support, restrictions on contact between the parties, leaves of absences, and increased monitoring and support. In fairly assessing the need for either party to receive interim measures, the district will not rely on fixed rules or any assumptions that favor one party over another. Supportive measures will be made available to both parties, as appropriate. In imposing supportive measures, the Title IX Coordinator or designee will make every effort to avoid depriving any student of his/her education. The District will take steps to ensure that any supportive measure minimizes the burden on the parties, and that the Title IX Coordinator or designee will communicate with the parties to ensure any supportive measures are necessary and effective based on the parties' needs.

Determination of Investigation

- The District shall take reasonable, timely, age-appropriate and effective corrective action based upon the situation and nature of the complaint. Appropriate corrective action may include, but is not limited to, classroom reassignment, increased staff supervision, counseling, academic support services, additional training for students and staff, and reporting procedures, safety plan, behavioral support plan and/or disciplinary action under the Student Code of Conduct or under the District's policies and procedures which include suspension to up to permanent expulsion or discipline up to and including termination. Restorative practices will also be considered in any circumstance involving student disciplinary action.
- The investigator's findings will be documented in a preliminary report and shared with the Complainant, Respondent and their advisors, if any. The parties will have at least 10 calendar days to review the preliminary report and submit a response in writing. Prior to finalizing the report, the investigator shall consider the parties written responses to the preliminary report, if any. The investigation report is then finalized and forwarded to the decision-maker, the parties and their advisors, if any. The decision-maker cannot be the investigator, Title IX Coordinator or have any conflict of interest or bias with either party.
- The decision-maker, prior to any final decision, shall afford the parties an additional 10 calendar days to submit relevant, written questions to the opposing party or any witnesses. The decision-maker shall ask any relevant questions, record the response(s) and provide the responses to the parties (and their advisors, if any) prior to making a final determination. If the decision-maker deems a question irrelevant, he/she shall state in writing why the question is not relevant and provide the reason(s) to the parties (and advisors, if any) before the final decision is made.
- The decision-maker shall issue a written decision and deliver it simultaneously to both parties. The written decision must include:
 - The portion of the District's policies that was violated;

- A description of the procedural steps that were taken by the school on the way to getting to the decision;
- A findings of fact section;
- A section that draws conclusions after applying the facts to the portion of the District's policy that applies;
- A statement and rationale for the ultimate determination of responsibility;
- Any disciplinary sanctions that the District will impose on the respondent, and state whether the District will provide remedies to the Complainant;
- A statement and rationale for any remedies for the Complainant, addressing how those remedies will restore or preserve equal access; and
- A Statement of the District's procedures, a statement that the parties have a right to appeal the initial determination regarding responsibly and the permissible basis for the appeal.

Right to Appeal

Both parties shall be provided notice of right to appeal the final determination based on: (1) a procedural irregularity affected the outcome of the matter; (2) new evidence has been discovered that was not reasonably available at the time of the determination on responsibility or dismissal; or (3) a conflict of interest on the part of the Title IX Coordinator, an investigator who compiled evidence, or a decision-maker, and the conflict of interest affected the outcome.

If a party intends to file an appeal, they must submit the appeal in writing to the **Board of Education** no later than **five (5)** calendar days following the date of the final decision.

The opposing party shall be provided with a copy of the written appeal and given an opportunity to submit a response, no later than **five (5)** calendar days following the receipt of the appeal, which will be provided to the Board of Education.

The Board of Education, or a committee selected by the **Board**, shall review the written appeal and any response and issue a written determination within **ten (10)** calendar days of the receipt of the appeal, which will be delivered to both parties.

The Board of Education's decision shall be final.

Training

Individuals involved in the Grievance Procedure – Title IX Coordinator, investigators, decision-makers, appeal or facilitators of informal, voluntary resolution efforts must be trained.

The training materials cannot rely on sex stereotypes, must promote impartial investigations and adjudications and must be posted on the District's website.

All other District employees shall be trained on how to identify and report sexual harassment.

Privileges

No information protected by a legal privilege, such as the attorney-client privilege or the doctor-patient privilege, can be used during an investigation unless the person holding that privilege has waived it.

Neither a party or the District is allowed to seek, permit questions about, or allow the introduction of evidence that is protected by a recognized privilege.

Changes to Grievance Procedure

The District reserves the right to change, modify, amend or repeal all or any part of these Grievance Procedures.

Adopted _____, 2020

HAZEL PARK PUBLIC SCHOOLS

Title IX Formal Complaint Form

TITLE IX FORMAL COMPLAINT

Complainant: _____

Employee _____ Student _____ School Enrolled _____ Other _____

Address: _____

Phone: _____ Cell: _____

Respondent: _____

Employee _____ Student _____ School Enrolled _____ Other _____

Address: _____

Phone: _____ Cell: _____

Date of Alleged Incident: _____

Where the Incident Occurred: _____

Description of Formal Complaint [Attach a more detailed statement if necessary]: _____

Date: _____

Signature of Complainant/Title IX Coordinator

NOTE: In order for a Title IX complaint to be investigated under the District's Title IX Grievance Procedures, a Formal Complaint must be submitted and signed by a Complainant or Title IX Coordinator.

****Remainder for Internal District Use****

Date Title IX Coordinator received Formal Complaint: _____

Describe method of conveyance to Title IX Coordinator (i.e., phone, email, in person):

I. DOCUMENTATION OF INVESTIGATION

Name of Administrator/Title IX Coordinator assigned to investigate: _____

Date of Initial Notice to Parties: _____

Date investigation began: _____

- a. Date of Complainant's statement/interview: _____
Complainant's Advisor (if any): _____
- b. Date of Respondent's statement/interview: _____
Respondent's Advisor (if any): _____
- c. Witnesses interviewed (name, age, contact information, date of interview and whether the witness has any special needs):

- d. Documents reviewed: _____

- e. Video recordings: Yes / No If Yes, identify location and custody:

- f. Other recordings: Yes / No If Yes, identify location and custody:

- g. Complainant statements: Yes / No Attach.
- h. Respondent party statements: Yes / No Attach.

i. Witness statements: Yes / No Attach.

j. Other information considered: _____

Supportive measures: Offered/Considered – such as counseling, extensions of time, modifications of work or class schedules, appropriate emotional and/or academic support, restrictions on contact between parties, leaves of absences, increased monitoring support, transfers, separation of the parties.

Supportive measures implemented: (Identify the measures and date implemented)

Documentation of notice of supportive measures to the parties and to appropriate staff (such as letters and emails):

Notice of Title IX Policy and Grievance Procedure provided to parties (Date): _____

Estimated length of investigation: _____

Whether Law enforcement notified (when, who, contact person and name of department and telephone number):

Detail each contact with law enforcement (when, who, name of department and telephone number):

Detail actions taken by law enforcement, if known.

II. INVESTIGATION REPORT

Date of Preliminary Investigation Report:

Date sent to Parties and Advisors (if any) for written response:

Date Report Finalized and sent to Decision-Maker/Parties:

III. FINAL DETERMINATION

Decision-Maker:

Dates for Parties Submission of Relevant, Written Questions:

Date of Final Determination: _____

Summary of Final Determination including Corrective Action, if any: _____

Final Determination Letter sent to:

1. Complainant and advisor (if any) (Date): _____
2. Respondent and advisor (if any) (Date): _____

IV. FOLLOW UP

Follow-up: The Title IX Coordinator should periodically check in with the parties to ensure no additional acts of discrimination or harassment have occurred and supportive measures are working – document all follow-up actions, and document date and time of when the follow-up will occur.

Document all follow-up actions and contacts with the Complainant and Respondent including the date and time of action or contact.

TITLE IX: INITIAL NOTICE TO PARTIES

Before a school begins an investigation, it must give written notice of specific information to the parties. This notice must be sent after a formal complaint is filed and give “sufficient” time to allow the Respondent to prepare a response before any initial interview. (Sufficient is not defined by the Final Rule and is left up to the school to decide. We recommend 24-48 hours, depending on the severity of the allegations).

Below is a sample letter/email template for written notice to both parties. Under the Final Rule, the initial notice must:

- *Give notice to the parties of the school’s grievance procedure;*
- *Include whether there is an opportunity to engage in informal resolution;*
- *Include the actual allegations and facts that would constitute sexual harassment (including name of parties, conduct alleged, date/time of alleged conduct, location of alleged conduct);*
- *Include a statement re: the presumption of innocence;*
- *Include a statement that the parties are entitled to an advisor of their choice;*
- *Include a statement that the parties can request to inspect and review certain evidence; and*
- *Include information regarding the code of conduct and false statements.*

This template letter/email will also satisfy the additional requirement that a school must send written notice of any investigatory interviews.

Dear *COMPLAINANT/RESPONDENT*:

Please let this *LETTER/EMAIL* serve as written notice that a formal Title IX complaint has been received by the District identifying you as the *COMPLAINANT/RESPONDENT*. The District will be investigating the complaint pursuant to its Grievance Procedure, a copy of which is **attached** to this letter/email along with the District’s Board Policy prohibiting sexual harassment.

Prior to engaging in an investigation, you have the option to request to participate in an informal resolution process (*e.g.* Mediation or Restorative Justice) to resolve the complaint. Please note, both parties must voluntarily agree to the informal process. If both parties do not agree, the Title IX investigation will proceed.

The allegations and facts of the Title IX complaint alleging sexual harassment are: *DISTRICT DESCRIBES THE ACTUAL ALLEGATIONS AND FACTS THAT COULD CONSTITUTE SEXUAL HARASSMENT HERE. (including name of parties, conduct alleged, date/time of alleged conduct, location of alleged conduct).*

The Respondent is presumed to be innocent during the investigation until a final determination is made by *DISTRICT OFFICIAL*, who will not be involved at the investigation level. You are entitled to an advisor of your choice during the investigation. You, and your advisor, are entitled to request to inspect and review certain evidence the District receives during the investigation.

Please note, per Board Policy XX and the Student Code of Conduct (*ADD RELEVANT SECTION/PAGE*), false statements during an investigation or intentionally filing a false report may lead to discipline up to and including permanent expulsion.

Your investigatory interview is scheduled for *DATE/TIME*. If you would like to request informal resolution, please contact me by *DATE/TIME*. Otherwise, please forward the name and contact information of your advisor if you chose to have one.

Thank you for your anticipated cooperation. If you have any questions, please contact me.

Sincerely,

INVESTIGATOR

NOTE: This notice must be supplemented if new allegations are reported during the investigation.

TITLE IX: INVESTIGATION REPORT OUTLINE

Under the Title IX New Rule, a written investigation report is required. A school must give the parties at least 10 days to respond to the evidence contained in the preliminary investigation report in writing. If a written response is submitted, the investigator must consider the response before finalizing the investigation report. Once the report is finalized, it is delivered to the person responsible for making the final determination (cannot be Title IX Coordinator) and must be re-circulated to the parties, and their advisors (if any).

TITLE IX INVESTIGATION REPORT OUTLINE

I. SUMMARY OF ALLEGATIONS

Include a summary of the allegations from the formal complaint. This can be copied from the initial notice to the parties. Any additional allegations received after the formal complaint should likewise be included.

II. SCOPE OF THE INVESTIGATION

Include a list of the witnesses interviewed as well as a list of the documents/evidence reviewed during the investigation.

III. SUMMARY OF EVIDENCE/TESTIMONY

Include for each witness, a summary of testimony provided. Include the date/times of interviews and who was present for each interview.

Include a summary of the evidence reviewed and who presented the evidence. Within the summaries, include a brief description of why the evidence was deemed relevant to the allegations, as appropriate.

IV. CONCLUSION(S)/FINDING(S)

Based on the evidence and testimony obtained, come to a conclusion as to whether the formal complaint substantiates a violation of Title IX and BOE policy. Use and

reference that the conclusion was based on a totality of circumstances and preponderance of the evidence.

Include relevant BOE policy/code of conduct provisions or language (including the definition of sexual harassment) and list the facts/evidence to support/not support a violation.

Other Considerations for Investigation Report

- Date the investigation report, as well as note what date it was provided to the parties to review and submit written responses, and the date it was finalized.
- Identify when and how any written responses were reviewed and considered prior to finalizing the report and submitting it to the parties and decision-maker.
- Note any refusals to participate in the investigation or provide evidence by a party or witness, but do not let any refusal to participate affect the conclusion/findings of the investigation.
- Before sending the preliminary report to the parties, have another Admin/legal counsel review the preliminary report for another set of eyes.
- Keep opinions, bias or stereotypes out of the report as investigator shall be neutral and unbiased.

TITLE IX: DETERMINATION LETTER

Under the Title IX Final Rule, after the evidence has been weighed, and the investigation report is final, the determination has to be written (by someone other than the investigator and Title IX Coordinator) and include:

- *The portion of the school’s policies that was violated;*
- *A description of the procedural steps that were taken by the school on the way to getting to the determination;*
- *A findings of fact section;*
- *A section that draws conclusions after applying the facts to the portion of the school’s policy that applies;*
- *A statement and rationale for the ultimate determination of responsibility;*
- *Any disciplinary sanctions that the school will impose on the respondent, and state whether the school will provide remedies to the complainant;*
- *A statement and rationale for any remedies for the complainant, addressing how those remedies will restore or preserve equal access; and*
- *A statement of the District’s procedures, a statement that the parties have a right to appeal the initial determination regarding responsibility and the permissible basis for the appeal.*

[IF NO LIVE HEARING IS OFFERED]: The decision-maker, prior to any final decision, shall afford the parties calendar days to submit relevant, written questions to the opposing party or any witnesses. The decision-maker shall ask any relevant questions, record the response(s) and provide the responses to the parties (and their advisors, if any) prior to making a final determination. If the decision-maker deems a question irrelevant, he/she shall state in writing why the question is not relevant and provide the reason(s) to the parties (and advisors, if any) before the final decision is made.

SAMPLE TEMPLATE FOR FINAL DETERMINATION LETTER

Sample for Complainant. To be adjusted accordingly for Respondent.

[District Letterhead]

DATE

PARENT(S)/STUDENT

[Address]

Re: Final Determination of Title IX Investigation

Dear Mr. and Ms. XXX and STUDENT:

Thank you for your patience and cooperation as the XXX Public Schools (“the District”) conducted a Title IX investigation into the formal complaint it received on XXX, alleging sexual harassment involving your son/daughter, XXX, and a female/male student (“Respondent”). The formal complaint allegations related to an incident which occurred at XXX on XXX. The District has reviewed the formal complaint, conducted an investigation pursuant to its Title IX Grievance

Procedure, and made a determination based on the preponderance of the evidence (*i.e.* more likely than not), that the Respondent engaged in conduct in violation of Board Policy XXX.

After review of [ADMINISTRATOR/TITLE IX COORDINATOR]'s final investigation report, this correspondence serves to confirm the District's Title IX investigation and determination. During the investigation, the following procedural steps were taken: *[LIST INVESTIGATION STEPS, EVIDENCE REVIEWED, ETC]*

Based on the available evidence and the totality of the circumstances, there was **in/sufficient** evidence to conclude, by a preponderance of the evidence, a violation of Policy XXX. The following facts/evidence supports the decision: *[FINDINGS OF FACT SECTION – LIST RELEVANT FACTS/EVIDENCE, OR LACK THEREOF, TO SUPPORT FINAL DETERMINATION AS WELL AS DRAW CONCLUSIONS AFTER APPLYING THE FACTS TO THE POLICY PROHIBITING SEXUAL HARASSMENT]*. Based on the above, the identified evidence and facts supports the ultimate determination of responsibility.

[SUPPORTIVE MEASURES] During the investigation, the following supportive measures were taken to assure equal educational access for the parties as well as their safety and well-being. [ADD SUPPORTIVE MEASURES TAKEN HERE]

Based on the findings of the investigation, additional supportive measures and/or disciplinary action will be implemented. The additional supportive measures and/or disciplinary action will be implemented are: *[LIST ANY OTHER SUPPORTIVE/DISCIPLINARY ACTIONS IF ANY, FOR RESPONDENT]*. It is the District's goal that the remedies provided will restore or preserve equal educational access for COMPLAINANT.

COMPLAINANT did the right thing, by bringing his/her concerns to the attention of her parents and/or the District. The District encourages him/her to notify the District whenever he/she believes there has been a violation of our Title IX sexual harassment policy. The District pledges to take prompt action to investigate pursuant to its Grievance Procedure, to consider and take appropriate supportive measures, and to make decisions based on a preponderance of the available evidence. Our goal is to assure that all students feels safe and secure at school and are able to fully participate in all school activities. If any party believes they have been subjected to retaliation as a result of the Title IX investigation, please contact ADMINISTRATOR, Title IX Coordinator.

If you are dissatisfied with this final decision, you may appeal through a signed written statement to the **[Board of Education]** within XXX business days of your receipt of this decision, as outlined in the Title IX Grievance Procedures. The permissible basis for an appeal include: (1) a procedural irregularity affected the outcome of the matter; (2) new evidence has been discovered that was not reasonably available at the time of the determination or responsibility; or (3) A conflict of interest on the part of a Title IX Coordinator, an investigator, or a decision-maker, and the conflict of interest affected the outcome.

We thank you for your cooperation during the investigative period. If you have any questions or concerns, please contact my office immediately. Thank you.

Sincerely,

XXXX
Final Determination Administrator

Enclosures: Title IX Board Policy and Title IX Grievance Procedure

cc: TITLE IX COORDINATOR
INVESTIGATOR



Book Policy Manual
 Section 1000 Administration
 Title Copy of USE OF TOBACCO BY ADMINISTRATORS
 Code po1615
 Status

1615 - USE OF TOBACCO BY ADMINISTRATORS

The Board of Education recognizes that the use of tobacco presents a health hazard which can have serious consequences both for the user and the nonuser and is, therefore, of concern to the Board.

In order to protect students and employees who choose not to use tobacco from an environment noxious to them and potentially damaging to their health, the Board prohibits the use of tobacco on District premises, in District vehicles, and in all school buildings owned and/or operated by the District.

The Board prohibits the use ~~() or possession~~ **[END OF OPTION]** of a tobacco product by administrators in District buildings, on District property (owned or leased), on District buses, and at any District-related event at all times

~~() (twenty-four (24) hours a day, seven (7) days a week)~~

within any enclosed facility owned or leased or contracted for by the Board, and in the areas directly or indirectly under the control of the Board immediately adjacent to locations of ingress or egress to such facilities. This prohibition extends to any Board-owned and/or operated vehicles used to transport students and to all other Board-owned and/or operated vehicles. Such prohibition also applies to

- school grounds,
- athletic facilities,
- any school-related event, and
- on or off Board premises

~~() with the exception that tobacco may be used in designated outdoor areas on school property on Saturdays, Sundays, and after 6 p.m. on days during which there are regularly scheduled school hours.~~

For purposes of this policy:

- A. "tobacco product" means a preparation of tobacco to be inhaled, chewed, or placed in a person's mouth;
- B. "use of a tobacco product" means any of the following:

1. the carrying by a person of a lighted cigar, cigarette, pipe, or other lighted smoking device;
2. the inhaling or chewing of a tobacco product;
3. the placing of a tobacco product within a person's mouth;
4. the use or smoking of electronic, "vapor," or other substitute forms of cigarettes, clove cigarettes or other lighted smoking devices for burning tobacco or any other substance.

The term "tobacco" includes any product that contains tobacco, is derived from tobacco, contains nicotine, or e-cigarettes and other electronic smoking devices (including but not limited to "JUUL's"), but does not include any cessation product

approved by the United States Food and Drug Administration for use as a medical treatment to reduce or eliminate nicotine or tobacco dependence.

The Superintendent shall require the posting of signs as required.

Advertising/Promotion

In accordance with Policy 9700.01, tobacco advertising is prohibited on school grounds, in all school-sponsored publications, and at all school-sponsored events.

Tobacco promotional items that promote the use of tobacco products, including clothing, bags, lighters, and other personal articles are not permitted on school grounds, in school vehicles, or at school-sponsored events.

Employees who violate this policy shall be subject to disciplinary action in accordance with the applicable Collective Bargaining Agreement and/or in accordance with policies of the Board. ~~Employees subject to such action may also be referred for smoking cessation treatment, support, and education services.~~

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Legal M.C.L. 333.12601 et seq.
 M.C.L. 750.473

Last Modified by Debbie Scott on December 3, 2020



Book Policy Manual
 Section 2000 Program
 Title Copy of PROHIBITION OF REFERRAL OR ASSISTANCE
 Code po2410
 Status
 Adopted September 17, 2018

2410 - PROHIBITION OF REFERRAL OR ASSISTANCE

~~In accordance with Michigan statute, any officer, agent, or employee of the Board of Education is prohibited from referring a student for an abortion or assisting a student in obtaining an abortion.~~

~~Whenever it becomes necessary to discipline a member of the staff for violation of this policy, the Superintendent shall utilize related procedures described in the Staff Discipline Policy 1439, Policy 3139, and Policy 4139 or the current negotiated agreement, if applicable.~~

~~Using due process procedures, the Superintendent shall conduct an investigation, as appropriate to the situation, including providing the employee with reasonable notice and the opportunity to respond.~~

~~If it is determined that any officer, agent, or employee of the Board has violated this policy, the Board shall apply a financial penalty against such individual that is equivalent to not less than three percent (3%) of that individual's annual compensation. The District shall refund to the State School Aid fund an amount of money equal to the amount of the penalty or fine.~~

In accordance with Michigan statute, any school official, member of the Board of Education, or employee of the Board who is not the parent or the legal guardian of the student involved is prohibited from referring a student for an abortion or assisting a student in obtaining an abortion. Any school official, member of the Board, or employee of the Board who violates this policy is subject to disciplinary action.

Any alleged violation of this policy shall be reported to the Superintendent, who shall follow the procedures set out in Policy 1439, Policy 3139, Policy 4139 or the current negotiated bargaining agreement, whichever is applicable, to investigate the allegation. If the allegation relates to a school official, member of the Board, or employee of the Board to whom Policy 1439, Policy 3139, Policy 4139 or a current negotiated bargaining agreement does not apply, the Superintendent shall conduct an investigation, as appropriate to the situation, including providing the person with reasonable notice and the opportunity to respond. All disciplinary measures available under Board Policy 1439, Policy 3139 or Policy 4139 may be utilized, as appropriate, if the Superintendent determines that a violation of this policy occurred.

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Legal M.C.L. 388.1766

Last Modified by Debbie Scott on December 3, 2020



Book	Policy Manual
Section	2000 Program
Title	Copy of SEX EDUCATION
Code	po2418
Status	
Adopted	September 17, 2018

2418 - **SEX EDUCATION**

In accordance with Michigan statute, the Board of Education authorizes instruction in sex education. Such instruction may include family planning, human sexuality, and the emotional, physical, psychological, hygienic, economic, and social aspects of family life. Instruction may also include the subjects of reproductive health and the recognition, prevention, and treatment of sexually transmitted disease.

The instruction described in this policy shall stress that abstinence from sex is a responsible and effective method of preventing unplanned or out-of-wedlock pregnancy and sexually transmitted disease and is a positive lifestyle for unmarried young people.

Such instruction shall be elective and not a requirement for graduation.

A student shall not be enrolled in a class in which the subjects of family planning or reproductive health are discussed unless the student's parent or guardian is notified in advance of the course and the content of the course, is given a prior opportunity to review the materials to be used in the course and is notified in advance of his or her right to have the student excused from the class. The Michigan Board of Education shall determine the form and content of the notice required in this policy.

Upon the written request of a student or the student's parent or legal guardian, the student shall be excused, without penalty or loss of academic credit, from attending a class described in this policy. If a parent or guardian submits a continuing written notice, the student will not be enrolled in a class described in this policy unless the parent or guardian submits a written authorization for that enrollment.

The District shall provide the instruction by teachers qualified to teach health education. The Board shall establish a sex education advisory board and shall determine terms of service for the sex education advisory board, the number of members to serve on the advisory board, and a membership selection process that reasonably reflects the District's population. The Board shall appoint two (2) co-chairs for the advisory board, at least one (1) of whom is a parent of a child attending a District school. At least one-half (1/2) of the members of the sex education advisory board shall be parents who have a child attending a District school, and a majority of these parent members shall be individuals who are not employed by a District. The sex education advisory board shall include students of the District, educators, local clergy, and community health professionals. Written or electronic notice of a sex education advisory board meeting shall be sent to each member at least two (2) weeks before the date of the meeting.

The sex education advisory board shall:

- A. Establish program goals and objectives for student knowledge and skills that are likely to reduce the rates of sex, pregnancy, and sexually transmitted diseases. Additional program goals and objectives may be established by the sex education advisory board that are not contrary to Michigan law.
- B. Review the materials and methods of instruction used and make recommendations to the Board for implementation. The advisory board shall take into consideration the District's needs, demographics, and trends, including, but not limited to, teenage pregnancy rates, sexually transmitted disease rates, and incidents of student sexual violence and harassment.
- C. At least once every two (2) years, evaluate, measure, and report the attainment of program goals and objectives established by the advisory board. The Board shall make the resulting report available to parents in the District.

Before adopting any revisions in the materials or methods used in instruction under this policy, including, but not limited to, revisions to provide for the teaching of abstinence from sex as a method of preventing unplanned or out-of-wedlock pregnancy and sexually transmitted disease, the Board shall hold at least two (2) public hearings on the proposed revisions. The hearings shall be held at least one (1) week apart and public notice of the hearings shall be given in the manner required for Board meetings. A public hearing held pursuant to this section may be held in conjunction with a public hearing held pursuant to M.C.L. 380.1169.

Each person who provides instruction to K to 12 students in accordance with this policy shall receive training based on District approved standards and in accordance with training requirements of the Michigan Department of Education (MDE) and the Michigan Department of Health and Human Services (MDHHS).

No person shall dispense or otherwise distribute in a District school or on District school property a family planning drug or device. Additionally, any school official, member of the Board, or employee of the Board who is not the parent or legal guardian of the student involved is prohibited from referring a student for an abortion or assisting a student in obtaining an abortion. ~~Additionally, any officer, agent, or employee of the Board is prohibited from referring a student for an abortion or assisting a student in obtaining an abortion.~~

For purposes of this policy, "family planning" means the use of a range of methods of fertility regulation to help individuals or couples avoid unplanned pregnancies; bring about wanted births; regulate the intervals between pregnancies; and plan the time at which births occur in relation to the age of parents. It may include the study of fetology. It may include marital and genetic information. Clinical abortion shall not be considered a method of family planning, nor shall abortion be taught as a method of reproductive health.

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Legal M.C.L 380.1507. 380.1169. 388.1766

Last Modified by Debbie Scott on December 3, 2020



Book Policy Manual
 Section 3000 Professional Staff
 Title copy of USE OF TOBACCO BY PROFESSIONAL STAFF
 Code po3215
 Status
 Adopted May 15, 2017

3215 - USE OF TOBACCO BY PROFESSIONAL STAFF

The Board of Education recognizes that the use of tobacco presents a health hazard which can have serious consequences both for the user and the nonuser and is, therefore, of concern to the Board.

In order to protect students and employees who choose not to use tobacco from an environment noxious to them and potentially damaging to their health, the Board prohibits the use of tobacco on District premises, in District vehicles, and in all school buildings owned and/or operated by the District.

The Board prohibits the use ~~(-)~~ or possession **[END OF OPTION]** of tobacco product by professional staff members in District buildings, on District property (owned or leased), on District buses, and at any District-related event at all times

~~(- (twenty four (24) hours a day, seven (7) days a week))~~

within any enclosed facility owned or leased or contracted for by the Board, and in the areas directly or indirectly under the control of the Board immediately adjacent to locations of ingress or egress to such facilities. This prohibition extends to any Board-owned and/or operated vehicles used to transport students and to all other Board-owned and/or operated vehicles. Such prohibition also applies to

(X.) school grounds,

(X.) athletic facilities,

(X.) any school-related event, and

(.) on or off Board premises

~~(-) with the exception that tobacco may be used in designated outdoor areas on school property on Saturdays, Sundays, and after 6 p.m. on days during which there are regularly scheduled school hours.~~

For purposes of this policy:

A. "tobacco product" means a preparation of tobacco to be inhaled, chewed, or placed in a person's mouth;

B. "use of a tobacco product" means any of the following:

1. the carrying by a person of a lighted cigar, cigarette, pipe, or other lighted smoking device;
2. the inhaling or chewing of a tobacco product;
3. the placing of a tobacco product within a person's mouth;
4. **(X)** the use or smoking of electronic, "vapor," or other substitute forms of cigarettes, clove cigarettes or other lighted smoking devices for burning tobacco or any other substance.

The term "tobacco" includes any product that contains tobacco, is derived from tobacco, contains nicotine, or e-cigarettes and other electronic smoking devices (including but not limited to "JUUL's"), but does not include any cessation product approved by the United States Food and Drug Administration for use as a medical treatment to reduce or eliminate nicotine or tobacco dependence.

The Superintendent shall require the posting of signs as required.

Advertising/Promotion

In accordance with Policy 9700.01, tobacco advertising is prohibited on school grounds, in all school-sponsored publications, and at all school-sponsored events.

Tobacco promotional items that promote the use of tobacco products, including clothing, bags, lighters, and other personal articles are not permitted on school grounds, in school vehicles, or at school-sponsored events.

Employees who violate this policy shall be subject to disciplinary action in accordance with the applicable Collective Bargaining Agreement and/or in accordance with policies of the Board. ~~Employees subject to such action may also be referred for smoking cessation treatment, support, and education services.~~

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Legal M.C.L. 333.12601 et seq.
M.C.L. 750.473

Last Modified by Debbie Scott on December 3, 2020



Book	Policy Manual
Section	3000 Professional Staff
Title	Copy of THREATENING BEHAVIOR TOWARD STAFF MEMBERS
Code	po3362.01
Status	
Adopted	May 15, 2017

3362.01 - **THREATENING BEHAVIOR TOWARD STAFF MEMBERS**

The Board of Education believes that a staff member should be able to work in an environment free of threatening speech or actions.

Threatening behavior consisting of any words or deeds that intimidate a staff member or reasonable cause ~~anxiety~~ concerning ~~ing~~ for his/her physical and/or psychological well-being is strictly forbidden. Examples of such behavior include: threats to cause bodily harm; stalking; bullying; threats to damage real or personal property at the workplace; unusual behavior that a reasonable person would consider threatening. Any student, parent, visitor, staff member, or agent of this Board who is found to have threatened a member of the staff will be subject to discipline or reported to the authorities.

The Superintendent shall implement guidelines whereby students and employees understand this policy and appropriate procedures are established for prompt and effective action on any reported incidents.

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Last Modified by Debbie Scott on December 11, 2020



Book	Policy Manual
Section	4000 Support Staff
Title	Copy of USE OF TOBACCO BY SUPPORT STAFF
Code	po4215
Status	
Adopted	May 15, 2017

4215 - USE OF TOBACCO BY SUPPORT STAFF

The Board of Education recognizes that the use of tobacco presents a health hazard which can have serious consequences both for the user and the nonuser and is, therefore, of concern to the Board.

In order to protect students and employees who choose not to use tobacco from an environment noxious to them and potentially damaging to their health, the Board prohibits the use of tobacco on District premises, in District vehicles, and in all school buildings owned and/or operated by the District.

The Board prohibits the use ~~(-)~~ **or possession** of tobacco product by support staff members in District buildings, on District property (owned or leased), on District buses, and at any District-related event at all times

~~(twenty four (24) hours a day, seven (7) days a week))~~

within any enclosed facility owned or leased or contracted for by the Board, and in the areas directly or indirectly under the control of the Board immediately adjacent to locations of ingress or egress to such facilities. This prohibition extends to any Board-owned and/or operated vehicles used to transport students and to all other Board-owned and/or operated vehicles. Such prohibition also applies to

(X.) school grounds,

(X.) athletic facilities,

(X.) any school-related event, and

(.) on or off Board premises

~~(-) with the exception that tobacco may be used in designated outdoor areas on school property on Saturdays, Sundays, and after 6 p.m. on days during which there are regularly scheduled school hours.~~

For purposes of this policy:

- A. "tobacco product" means a preparation of tobacco to be inhaled, chewed, or placed in a person's mouth;
- B. "use of a tobacco product" means any of the following:
 1. the carrying by a person of a lighted cigar, cigarette, pipe, or other lighted smoking device;
 2. the inhaling or chewing of a tobacco product;
 3. the placing of a tobacco product within a person's mouth;
 4. **(X)** the use or smoking of electronic, "vapor," or other substitute forms of cigarettes, clove cigarettes or other lighted smoking devices for burning tobacco or any other substance.

[X.] The term "tobacco" includes any product that contains tobacco, is derived from tobacco, contains nicotine, or e-cigarettes and other electronic smoking devices (including but not limited to "JUUL's"), but does not include any cessation product approved by the United States Food and Drug Administration for use as a medical treatment to reduce or eliminate nicotine or tobacco dependence.

The Superintendent shall require the posting of signs as required.

[X.] Advertising/Promotion

In accordance with Policy 9700.01, tobacco advertising is prohibited on school grounds, in all school-sponsored publications, and at all school-sponsored events.

[X.] Tobacco promotional items that promote the use of tobacco products, including clothing, bags, lighters, and other personal articles are not permitted on school grounds, in school vehicles, or at school-sponsored events.

Employees who violate this policy shall be subject to disciplinary action in accordance with the applicable Collective Bargaining Agreement and/or in accordance with policies of the Board. ~~Employees subject to such action may also be referred for smoking cessation treatment, support, and education services.[]~~

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Legal M.C.L. 333.12601 et seq.
M.C.L. 750.473

Last Modified by Debbie Scott on December 3, 2020



Book	Policy Manual
Section	4000 Support Staff
Title	Copy of THREATENING BEHAVIOR TOWARD STAFF MEMBERS
Code	po4362.01
Status	
Adopted	May 15, 2017

4362.01 - **THREATENING BEHAVIOR TOWARD STAFF MEMBERS**

The Board of Education believes that a staff member should be able to work in an environment free of threatening speech or actions.

Threatening behavior consisting of any words or deeds that intimidate a staff member or reasonably cause anxiety concerning for his/her physical and/or psychological well-being is strictly forbidden. Examples of such behavior include threats to cause bodily harm; stalking; bullying; threats to damage real or personal property at the workplace; unusual behavior that a reasonable person would consider threatening. Any student, parent, visitor, staff member, or agent of this Board who is found to have threatened a member of the staff will be subject to discipline or reported to the authorities.

The Superintendent shall implement guidelines whereby students and employees understand this policy and appropriate procedures are established for prompt and effective action on any reported incidents.

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Last Modified by Debbie Scott on December 3, 2020

Book	Policy Manual
Section	5000 Students
Title	Copy of ATTENDANCE
Code	po5200
Status	
Adopted	May 15, 2017

5200 - **ATTENDANCE**

The Board of Education as an agency of the State is required to enforce the regular attendance of students. The Board recognizes that the presence in the classroom enables the student to participate in instruction, class discussions, and other related activities. As such, regular attendance and classroom participation are integral to instilling incentives for the student to excel.

Attendance shall be required of all District students, except those exempted under Policy 5223 or by other provisions of State law, during the days and hours that the school is in session or during the attendance sessions to which s/he has been assigned.

A student may be considered a full-time equivalent student provided the student is enrolled in at least 6 (x) units of instruction (courses), as defined by State law, per school year.

[X] A student enrolled in the District's alternative education program may be considered a full-time student provided the student is enrolled in at least 6 (x) units of instruction (courses), as defined by State law, per school year in the alternative education environment

~~The Superintendent shall require, from the parent of each student or from an adult student who has been absent for any reason, a confirmation of the cause for such absence.~~

The Superintendent shall require, from the parent of each student or from an adult student who has been absent for any reason, a (X) written statement () and/or confirmation of the cause for such absence. The Board reserves the right to verify such statements and to investigate the cause of each:

A. () single absence;

B. (X) prolonged absence;

- C. (X) absence of more than 5 days duration;
- D. (X) repeated unexplained absence and tardiness.
- E. (X) single absences after three (3) accumulated absences.

The Board may report to the Intermediate School District infractions of the law regarding the attendance of students below the age of ~~sixteen (16)~~ eighteen (18). Repeated infractions of Board policy requiring the attendance of enrolled students may result in the suspension or expulsion of the student from the District program.

The Board considers the following factors to be reasonable excuses for time missed at school:

- A. illness
- B. recovery from accident
- C. required court attendance
- D. professional appointments
- E. death in the immediate family
- F. observation or celebration of a bona fide religious holiday
- G. such other good cause as may be acceptable to the Superintendent

Attendance need not always be within the school facilities, but a student will be considered to be in attendance if present at any place where school is in session by authority of the Board.

The Board shall consider each student assigned to a program of other guided learning experiences, authorized under Policy 2370, to be in regular attendance for the program provided that s/he reports daily to such staff member s/he is assigned for guidance at the place in which s/he is conducting study, and regularly demonstrates progress toward the objectives of the course of study.

[] The Board authorizes, but does not encourage the Superintendent, to suspend a student from a particular class or from school if sincere efforts by the staff and parents cannot rectify the pattern of absence. In keeping with its philosophy, the Board supports efforts to provide for out-of-school alternative educational opportunities for truant students rather than to heighten the effects of absence through suspension.

The Superintendent shall develop procedures for the attendance of students which:

- A. ensure a school session which is in conformity with the requirements of the law;
- B. ensure that students absent for any excusable reason have an opportunity to make up work they missed;
- C. ensure the student is not given a failing grade or his/her credit is not unconditionally revoked where lack of attendance is the sole or primary determining factor, but which allow reduction in

grade or denial of credit, if the student does not make appropriate use of make-up sessions provided by the instructor or administrator;

- D. govern the keeping of attendance records in accordance with the rules of the State Board and the Michigan Department of Education Pupil Accounting Manual, including a written electronic attendance procedure, if applicable;
- E. identify the habitual truant, investigate the cause(s) of his/her behavior, and consider modification of his/her educational program to meet particular needs and interests;
- F. ensure that any student who, due to a specifically identifiable physical or mental impairment, exceeds or may exceed the District's limit on excused absence is referred for evaluation for eligibility either under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973.

Such guidelines should provide that a student's grade in any course is based on his/her performance in the instructional setting and is not reduced for reasons of conduct. If a student violates the attendance or other rules of the school, s/he should be disciplined appropriately for the misconduct, but his/her grades should be based upon what the student can demonstrate s/he has learned.

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Legal M.C.L. 380.1561, 380.1561(3a-3c), 380.1586(3)

Cross References Reference: Pupil Accounting Manual 2019-2020, Michigan Department of Education

Last Modified by Debbie Scott on December 4, 2020



Book	Policy Manual
Section	5000 Students
Title	Copy of USE OF TOBACCO/ELECTRONIC VAPOR BY STUDENTS
Code	po5512
Status	
Adopted	May 15, 2017

5512 - USE OF TOBACCO BY STUDENTS

The Board of Education recognizes that the use of tobacco presents a health hazard which can have serious consequences both for the user and the nonuser and is, therefore, of concern to the Board.

In order to protect students and employees who choose not to use tobacco from an environment noxious to them and potentially damaging to their health, the Board prohibits the use of tobacco on District premises, in District vehicles, and in all school buildings owned and/or operated by the District.

The Board prohibits the use or possession of tobacco product by students in District buildings, on District property (owned or leased), on District buses, and at any District-related event.

For purposes of this policy:

- A. "tobacco product" means a preparation of tobacco to be inhaled, chewed, or placed in a person's mouth;
- B. "use of a tobacco product" means any of the following:
 1. the carrying by a person of a lighted cigar, cigarette, pipe, or other lighted smoking device;
 2. the inhaling or chewing of a tobacco product;
 3. the placing of a tobacco product within a person's mouth;
 4. **(X)** the smoking of electronic, "vapor," or other substitute forms of cigarettes, clove cigarettes or other lighted smoking devices for burning tobacco or any other substance.

[X.] The term "tobacco" includes any product that contains tobacco, is derived from tobacco, contains nicotine, or e-cigarettes and other electronic smoking devices (including but not limited to "JUUL's"), but does not include any cessation product approved by the United States Food and Drug Administration for use as a medical treatment to reduce or eliminate nicotine or tobacco dependence.

In order to protect students and staff who choose not to use tobacco from an environment noxious to them, the Board prohibits the possession, consumption, purchase or attempt to purchase and/or use of tobacco or tobacco substitute products by students at all times

~~twenty-four (24) hours a day, seven (7) days a week))((~~

on Board premises, in Board-owned vehicles, within any indoor facility owned or leased or contracted for by the Board, and/or used to provide education or library services to children, and at all Board-sponsored events.

[X.] This prohibition extends to any Board-owned and/or operated vehicles used to transport students and to all other Board-owned and/or operated vehicles. Such prohibition also applies to:

(X.) school grounds,

(X.) athletic facilities,

(X.) any school-related event, and

(.) on or off Board premises.

[X.] Advertising/Promotion

In accordance with Policy 9700.01, tobacco advertising is prohibited on school grounds, in all school-sponsored publications, and at all school-sponsored events.

[X.] Tobacco promotional items that promote the use of tobacco products, including clothing, bags, lighters, and other personal articles are not permitted on school grounds, in school vehicles, or at school-sponsored events.

[X.] Notification

"No Tobacco" signs will be posted throughout the District. Students will be provided notice of this policy through student handbooks.

[X.] District vehicles will display the international "No Smoking" insignia.

[X.] Announcements will be made during home athletic events both before the event and during intermission, as well as at all school functions where deemed appropriate.

[X.] School programs will include a written reminder of the tobacco-free policy.

[X.] Educational Programming

Tobacco-use prevention education shall be coordinated with the other components of the school health program. Staff responsible for teaching tobacco-use prevention education shall have adequate pre-service training and participate in ongoing professional development activities to effectively deliver education programming. Preparation and professional development activities shall provide basic knowledge about the effects of tobacco use and effects of peer pressure on tobacco use combined with effective instructional techniques and strategies and program-specific activities.

Students who violate this policy shall be subject to disciplinary action in accordance with the Student Code of Conduct/Student Discipline Code and in accordance with policies of the Board. ~~Students subject to such action may also be referred for smoking cessation treatment, support, and education services.[-]~~

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Legal M.C.L. 333.12601 et seq.
M.C.L. 750.473

Last Modified by Debbie Scott on December 3, 2020



Book	Policy Manual
Section	5000 Students
Title	Copy of DUE PROCESS RIGHTS
Code	po5611
Status	
Adopted	May 15, 2017

5611 - DUE PROCESS RIGHTS

The Board of Education recognizes the importance of safeguarding a student's constitutional rights, particularly when subject to the District's disciplinary procedures.

To better ensure appropriate due-process is provided a student, the Board establishes the following guidelines which District Administrators shall use when dealing with students:

A. Students subject to short-term suspension:

Except when emergency removal is warranted, a student must be given oral or written notice of the charges against him/her and the opportunity to respond prior to the implementation of a suspension. When emergency removal has been implemented, notice and opportunity to respond shall occur as soon as reasonably possible. The principal or other designated administrator shall provide the opportunity to be heard and shall be responsible for making the suspension decision. An appeal may be addressed to the Superintendent whose decision will be final.

B. Students subject to long-term suspension and expulsion:

A student and his/her parent or guardian must be given written notice of the intention to suspend or expel and the reasons therefor, and an opportunity to appear with a representative before the **() Board (x) Superintendent** to answer the charges. The student and/or his/her guardian must also be provided a brief description of the student's rights and of the hearing procedure, a list of the witnesses who will provide testimony to the **() Board (x) Superintendent**, and a summary of the facts to which the witnesses will testify. At the student's request, the hearing may be private; **[SELECT ONLY IF HEARING IS BY THE BOARD] (.)** but the ~~(-)Board(-)Superintendent~~ must act publicly. The Board shall act on any appeal, which must be submitted in writing, to an expulsion, to a request for reinstatement, or to a request for admission after being permanently expelled from another district (Policy 5610).

In determining whether disciplinary action set forth in this policy is to be implemented, District Administrators shall use a preponderance of evidence standard. Further, any individual charged with making a disciplinary determination under this policy shall retain all documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315 - Information Management (i.e. "Litigation Hold")) created and/or received as part of an investigation.

The documents, ESI, and electronic media (as defined in Policy 8315) retained may include public records and records exempt from disclosure under Federal (e.g., FERPA, ADA) and/or State law (e.g., R.C. 3319.321) – e.g., student records and confidential medical records.

The documents, ESI, and electronic media (as defined in Policy 8315) shall be retained in accordance with Policy 8310, Policy 8315, Policy 8320, and Policy 8330 for not less than three (3) years, but longer if required by the District's records retention schedule.

~~The Superintendent shall establish procedures so that all members of the staff use the above guidelines when dealing with students. In addition, this statement of due process rights is to be placed in all student handbooks in a manner that will facilitate understanding by students and their parents.~~

Last Modified by Debbie Scott on December 3, 2020



Book	Policy Manual
Section	7000 Property
Title	Copy of USE OF TOBACCO ON SCHOOL PREMISES
Code	po7434
Status	
Adopted	May 15, 2017

7434 - USE OF TOBACCO ON SCHOOL PREMISES

The Board of Education believes that the right of persons to use tobacco must be balanced against the right of those who do not use tobacco to breathe air untainted by tobacco.

In order to protect students and employees who choose not to use tobacco from an environment noxious to them and potentially damaging to their health, the Board prohibits the use of tobacco products on District premises (owned or leased), in District vehicles, at all school sponsored events and in all school buildings owned and/or operated by the District.

For purposes of this policy:

- A. "tobacco product" means a preparation of tobacco to be inhaled, chewed, or placed in a person's mouth;
- B. "use of a tobacco product" means any of the following:
 1. the carrying by a person of a lighted cigar, cigarette, pipe, or other lighted smoking device;
 2. the inhaling or chewing of a tobacco product;
 3. the placing of a tobacco product within a person's mouth;
 4. the use of smoking of electronic, "vapor," or other substitute forms of cigarettes, clove cigarettes or other lighted smoking devices for burning tobacco or any other substance.

[x.] The term "tobacco" includes any product that contains tobacco, is derived from tobacco, contains nicotine, or e-cigarettes and other electronic smoking devices (including but not limited to "JUUL's"), but does not include any cessation product approved by the United States Food and Drug Administration for use as a medical treatment to reduce or eliminate nicotine or tobacco dependence.

In order to protect students and staff who choose not to use tobacco from an environment noxious to them, and because the Board does not condone smoking and/or the use of tobacco, the Board prohibits the use of tobacco or tobacco substitute products at all times within any enclosed facility owned or leased or contracted for by the Board, and in the areas directly or indirectly under the control of the Board immediately adjacent to locations of ingress or egress to such facilities. This prohibition extends to any Board-owned and/or operated vehicles used to transport students and to all other Board-owned and/or operated vehicles. Such prohibition also applies to:

- (x.) school grounds,
- (x.) athletic facilities,
- (x.) any school-related event,

(.) on or off Board premises,

(x) except at designated times, and

(x) in designated areas as defined in statute.

Tobacco may not be advertised or promoted on school property or at school controlled events. Therefore, signs, clothing, bags, accessories, and other items promoting tobacco or containing tobacco branding are prohibited on school property and at school controlled events.

Tobacco companies/products may not sponsor any school activity or project.

[x.] Violations of this policy may result in removal from school property or the school activity in accordance with Policy 9150 – School Visitors.

The Superintendent shall designate the individuals and the methods to monitor compliance with this policy.

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Legal	M.C.L. 333.12601 et seq.
	M.C.L. 380.1170
	M.C.L. 750.473
	20 U.S.C. 6081 et seq.
	U.S.D.O.E. Memorandum, 1995
	MDE Board Policy on 24/7 Tobacco-Free Schools

Last Modified by Debbie Scott on December 3, 2020



Book	Policy Manual
Section	7000 Property
Title	Copy of FACILITY SECURITY
Code	po7440
Status	
Adopted	May 15, 2017

7440 - **FACILITY SECURITY**

Buildings constitute the greatest financial investment of the District. It is in the best interest of the Board of Education to protect the District's investment adequately. The buildings and equipment owned by the Board shall be protected from theft and vandalism in order to maintain the optimum conditions for carrying out the educational programs.

The Superintendent shall develop and supervise a program for the security of the District's students, staff, visitors, school buildings, school grounds, and school equipment in compliance with State and Federal law. Such a program may include the use of video surveillance and electronic monitoring equipment in appropriate public areas in and around the schools and other District facilities, and on school buses.

Every effort shall be made to apprehend those who knowingly cause serious physical harm to students, staff, visitors and Board property and may require prosecution of those who bring harm to persons and/or property. The Board will seek repair to rectify the damage or payment of a fee to cover the cost of repair or replacement from the person(s) responsible. A reward may be offered for apprehending such persons.

Appropriate authorities may be contacted in the case of serious offenses.

The Superintendent is authorized to install video surveillance/electronic monitoring equipment on school property in order to protect the health, welfare, and safety of students, staff, visitors and Board property, and other security devices that would assist in the detection of guns and dangerous weapons:

- A. in school buildings;
- B. on District property;
- C. at Board-sponsored/controlled events.

[.] The Superintendent is authorized to install temporary door locking devices as permitted by law in order to protect the health, welfare, and safety of students, staff, visitors and Board property. Notification of the local fire department and law enforcement agency and required inspection in accordance with M.C.L. 388.851d shall be provided before use of the device or system. Training of staff working in the building on the use of the device or system shall be provided and documented.

The Superintendent shall report to the Board, no later than the next Board meeting, any significant incident involving vandalism, theft, personal safety or other security risk and the measures being taken to address the situation.

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Last Modified by Debbie Scott on December 3, 2020



Book	Policy Manual
Section	8000 Operations
Title	Copy of Vol. 35, No. 1 - August 2020 New PROTECTIVE FACIAL COVERINGS DURING PANDEMIC/EPIDEMIC EVENTS
Code	po8450.01
Status	

8450.01 - PROTECTIVE FACIAL COVERINGS DURING PANDEMIC/EPIDEMIC EVENTS

During times of elevated communicable disease community spread (pandemic or epidemic), the Superintendent will issue periodic guidance through Board of Education plans/resolution(s) in alignment with public health officials and/or in accordance with government edicts and including any Pandemic Plan developed by the District's Pandemic Response Team.

School settings can be a source of community spread. Wearing face masks/coverings is especially important during these times and can help mitigate the risk of exposure from person to person.

As such, during times of elevated communicable disease community spread, the Superintendent may activate this policy by notifying the school community, requiring all school staff, volunteers and visitors (including vendors) to wear appropriate face masks/coverings on school grounds unless it is unsafe to do so or where doing so would significantly interfere with the Districts educational or operational processes.

[] Face masks/shields will be provided by the District to employees. Alternatively, employees may elect to wear their own face coverings if they meet the requirements of this policy as well as any requirements issued by State or local health departments.

In addition, the Board may require that

() students in ___ grade and higher shall wear a face mask unless they are unable to do so for a health or developmental reason. Efforts will be made to reduce any social stigma for a student who, for medical or developmental reasons, cannot and should not wear a mask.

OR

() students shall wear a face mask unless they are unable to do so for a health or developmental reason. Efforts will be made to reduce any social stigma for a student who, for medical or developmental reasons, cannot and should not wear a mask.

If face masks/coverings are required, and no exception is applicable, students shall be subject to disciplinary action in accordance with the Student Code of Conduct/Student Discipline Code, and in accordance with policies of the Board

() and/or may be reassigned by the Superintendent to an online/virtual learning environment if the Superintendent determines that reassignment is necessary to protect the health and safety of the student or others. **[DRAFTING NOTE: Districts should consult with legal counsel before reassigning a student with a disability to a virtual learning format. This might constitute a change in placement in violation of state and federal law.]**

[] During times of elevated communicable disease community spread as determined by the Board in consultation with health professionals, all students are required to wear masks while being transported on District school buses or other modes of school transportation.

[DRAFTING NOTE: The majority opinion among medical experts appears to be that children kindergarten through 5th grade can wear masks as long as consideration is given for the age and developmental level of the child and the physical situation the child is in at that moment.]

Use of Mask/Face Covering

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Cloth face coverings/masks should:

- A. fully cover the mouth, nose, and chin;
- B. fit snugly against the side of the face so there are no gaps;
- C. not create difficulty breathing while worn; and
- D. be held securely through either a tie, elastic, etc. to prevent slipping.

Facial masks/coverings generally should not include surgical masks or respirators unless medically indicated (as those should be reserved for healthcare workers) or masks designed to be worn for costume purposes.

All employee facial masks/coverings shall meet the requirements of the appropriate dress/staff grooming policies (Policy 3216/4216). All student facial masks/coverings shall meet the requirements of the appropriate Student Code of Conduct/Student Discipline Code [x] and Policy 5511 Dress and Grooming.

Any person may be required to temporarily remove a face mask or covering when instructed to do so for identification or security purposes. Failure to comply with such a request violates this policy and may lead to disciplinary or other action.

Exceptions to the use of masks/face coverings include when:

- A. facial masks/coverings in the school setting are prohibited by law or regulation;
- B. facial masks/coverings are in violation of documented industry standards;
- C. facial masks/coverings are not advisable for health reasons;
- D. facial masks/coverings are in violation of the school's documented safety policies;
- E. facial masks/coverings are not required when the staff works alone in an assigned work area;
- F. there is a functional (practical) reason for a staff member or volunteer not to wear a facial mask/covering in the workplace;
- G. settings where cloth masks might present a safety hazard (i.e. science labs);
- H. for individuals who have difficulty wearing a cloth face covering; or
- I. to assist with communication for hearing impaired students.

The Board may be required to provide written justification to the local health officials upon request explaining why a staff member is not required to wear a facial covering in the school. Therefore, if any exceptions are made to the requirement for facial coverings, the request for such exception must be submitted in writing to the individual's supervisor with appropriate documentation provided. A decision on the request will be provided in writing.

Use of Face Shields

Face shields that wrap around the face and extend below the chin may be permitted as an alternative to cloth face masks/coverings with permission of the Superintendent as the Board recognizes that face shields may be useful in some situations, including:

- A. when interacting with students, such as those with disabilities, where communication could be impacted;
- B. when interacting with English-language learners or when teaching a foreign language;
- C. settings where cloth masks might present a safety hazard (i.e. science labs); or
- D. for individuals who have difficulty wearing a cloth face covering.

If employees receive approval from the District administration after discussing their request not to wear a face mask/covering/shield due to a physical, mental or developmental health condition, and/or if wearing a mask/covering/shield would lead to a medical emergency or would introduce significant safety concerns, the District administration may also discuss other possible accommodations for the staff member. Such discussion shall follow Board policies and guidelines under the ADA.

School nurses or staff who care for individuals with symptoms consistent with those of a communicable disease must use appropriate personal protective equipment (PPE), provided by the school, in accordance with OSHA standards.

When facial masks/coverings are required by the Board, and no exception has been applied, staff members who violate this policy shall be subject to disciplinary action in accordance with policies of the Board.

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Book	Policy Manual
Section	8000 Operations
Title	Copy of STUDENT ABUSE AND NEGLECT
Code	po8462
Status	
Adopted	May 15, 2017

8462 - **STUDENT ABUSE AND NEGLECT**

The Board of Education is concerned with the physical and mental well-being of the students of this District and will cooperate in the identification and reporting of cases of child abuse or neglect in accordance with law.

Each professional staff member employed by this District and all other persons employed by this District who are mandatory reporters under the law who has reasonable cause to suspect child abuse or neglect shall be responsible for reporting immediately every case, whether ascertained or suspected, of abuse or neglect resulting in physical or mental injury to a student by other than accidental means.

The professional staff member or other mandatory reporter or appropriate administrator in the presence of the staff member shall ~~immediately call the local office of the Department of Health and Human Services and shall secure prompt medical attention for any such injuries reported;~~ notify the local office of the Central Registry of the Michigan Department of Health and Human Services (MDHHS), by telephone, or, if available, through the online reporting system, of the suspected child abuse or child neglect. If an oral report is made by telephone, the reporting person shall file a written report within seventy-two (72) hours of making the oral report as required by the Child Protection Law.

S/He shall also notify the appropriate administrator according to the District's Reporting Procedure for Student Abuse or Neglect.

Any support staff member who has reasonable cause to suspect child abuse or neglect shall immediately report any such case to the principal ~~and/or his/her supervisor~~ who shall, in turn, immediately notify the ~~Department of Health and Human Services;~~ Central Registry of the Michigan Department of Health and Human Services (MDHHS) by telephone, or, if available, through the online reporting system of the suspected child abuse or child neglect. If an oral report is made by telephone, the reporting person shall file a written report within seventy-two (72) hours of making the oral report as required by the Child Protection Law.

S/He shall also notify the appropriate administrator according to the District's Reporting Procedure for Student Abuse or Neglect.

The identity of the reporting person shall be confidential, subject only to disclosure by consent or court order. A reporting staff member shall not be dismissed or otherwise penalized for making a report of child abuse or neglect.

Information concerning alleged child abuse is confidential. Any unauthorized disclosure by an official or employee of the District is a violation of the law and subjects the disseminator to civil liability for resulting damages.

Each principal should be mindful of the possibility of physical or mental abuse being inflicted on a student by a staff member. Any such instances, whether real or alleged, should be dealt with in accordance with the administrative guidelines established by the Superintendent.

[x] The Board authorizes the Superintendent to develop a protocol that addresses the prevention of sexual abuse of children. ~~The protocol shall include at least the:~~

- age-appropriate, evidence-based curriculum and instruction for students in grades pre-K to 5 concerning child sexual abuse awareness and prevention;

2. () training for school personnel on child sexual abuse, including, but not limited to, training on supportive, appropriate response to disclosure of abuse;
3. () providing educational information to parents or guardians on the warning signs of a child being sexually abused and information on needed assistance, referral, or resources:

This information may be provided in the student handbook that is distributed to students, parents, and guardians.

4. () available counseling and resources for students affected by sexual abuse;
5. () emotional and educational support for a student affected by sexual abuse to allow the student to continue to be successful in school;
6. () a review of the system that is in place in the District to education and support personnel who are required to report child abuse or neglect under Section 3 of the Child Protection Law, 1975 PA 238, M.C.L. 722.6223, and the process in place for making those mandatory reports.

This review should include an analysis of the level of compliance with the mandatory reporting requirements and suggestions to improve compliance.

M.C.L. 380.1505, 722.621 et seq.

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Legal

M.C.L. 722.621 et seq.

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After
It's
Official



Onboarding Your
New Board
Members





How many new board members did you gain in this election cycle?

Merriam-Webster definition

Onboarding – noun

The act or process of orienting and training a new employee; the act or process of familiarizing a new customer with one's products or services; the act or process of converting data to digital form.



Employee Onboarding

- Great employee onboarding can improve employee retention by 82%
- 88% of organizations don't onboard well
- 58% of organizations say their onboarding program is focused on processes and paperwork
- Most organizations only focus on week 1 of onboarding
- 87% say buddy programs boost new hire proficiency



Governance

Team

Onboarding



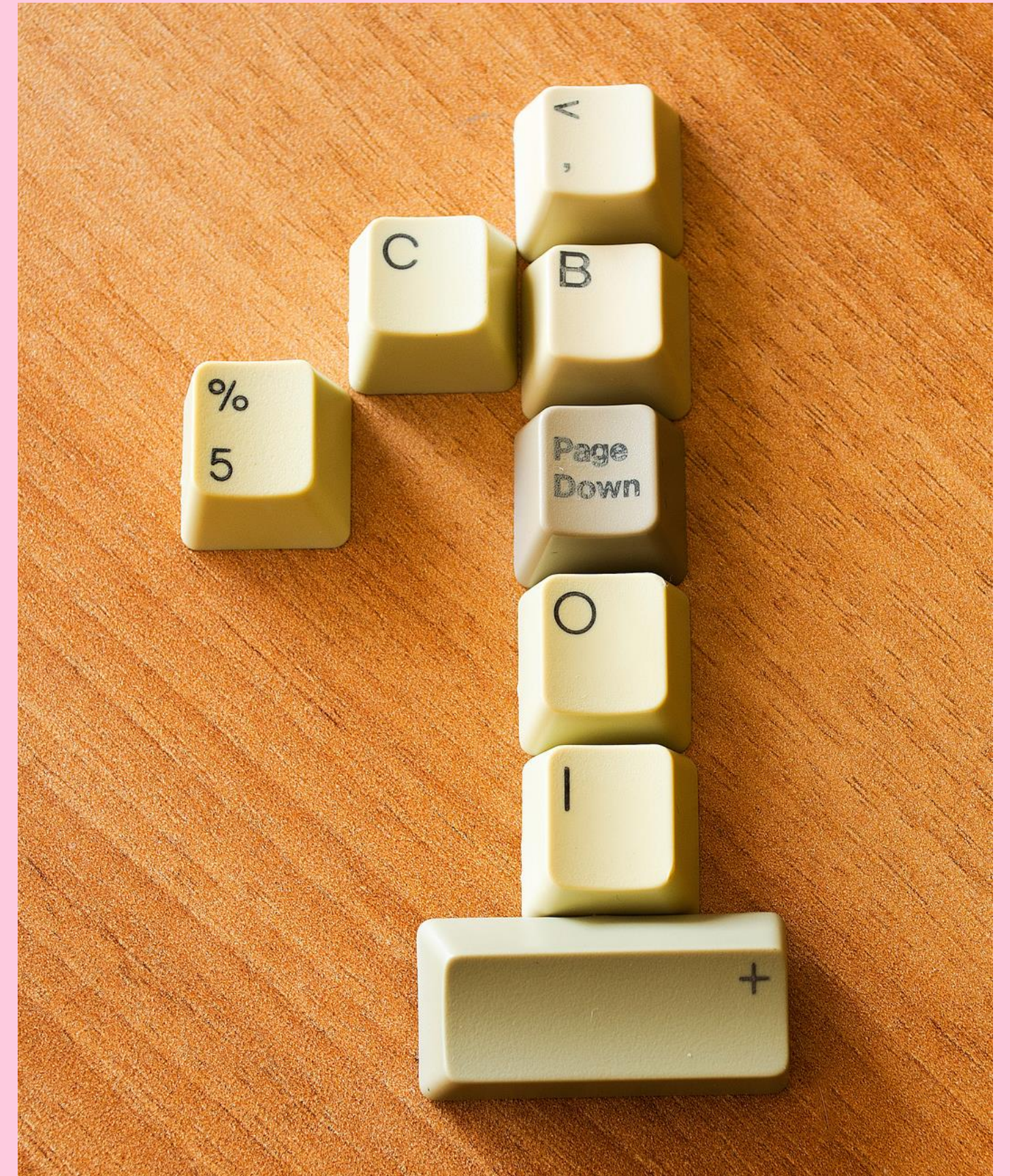


What type of onboarding process does your district have?

Five Key Components of a Great Onboarding Process



Roles & Responsibilities





NSBA's Key Works

The Governance Circle



The Division of Responsibilities

School Board	Focus	Superintendent
End Results	Focus	Means
What? Why? How much? How well?	Questions to be addressed	How? When? Where? By whom?
Mission Goals Policies Standards Linkages	Tools	Strategies Procedures Regulations Assignments
Vote	Methods	Documentation Recommend

T R U S T

5 Effective boards are data savvy; they embrace and monitor data, even when the information is negative, and use it to drive continuous improvement.

The Lighthouse I study showed that board members in high-achieving districts identified specific student needs through data, and justified decisions based on that data. Board members regularly sought such data and were not shy about discussing it, even if it was negative. By comparison, board members in low-achieving districts tended to greet data with a “blaming” perspective, describing teachers, students and families as major causes for low performance. In these districts, board members frequently discussed their decisions through anecdotes and personal experiences rather than by citing data. They left it to the superintendent to interpret.

6 Effective school boards support professional development, to match the standards even in the most challenging circumstances. In low-achieving districts, staff development based on standards is often limited.

According to researchers, “In high-achieving districts, board members frequently discussed their decisions through anecdotes and personal experiences rather than by citing data. They left it to the superintendent to interpret.”

7 Effective school boards recruit and align their members with their vision. In successful districts, board members were recruited and aligned with the district’s vision. In other districts, board members were recruited and aligned with their own agendas, not the district’s vision.

In successful districts, board members were recruited and aligned with the district’s vision. In other districts, board members were recruited and aligned with their own agendas, not the district’s vision.

8 Effective school boards discuss specific topics with their superintendents, except when the superintendent and the board are not in alignment. (Lighthouse I)

High-achieving districts discussed specific topics with their superintendents, except when the superintendent and the board were not in alignment. (Lighthouse I)

EIGHT TRAITS OF AN EFFECTIVE SCHOOL BOARD

Research exists is clear: boards in high-achieving districts exhibit habits and characteristics that are markedly different from boards in low-achieving districts. So what do these boards do?

Here are eight characteristics:

1 Effective school boards commit to a vision of high expectations for student achievement and quality instruction and define clear goals toward that vision.

Effective boards make sure these goals remain the district’s top priorities and that nothing else detracts from them. In contrast, low-achieving boards “were only vaguely aware of school improvement initiatives” (Lighthouse I). “There was little evidence of a pervasive focus on school renewal at any level when it was not present at the board level,” researchers said. (Lighthouse I)

2 Effective school boards have strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels.

In high-achieving districts, poverty, lack of parental involvement and other factors were described as challenges to be overcome, not as excuses. Board members expected to see improvements in student achievement quickly as a result of initiatives. In low-achieving districts, board members frequently referred to external pressures as the main reasons for lack of student success. (Lighthouse I)

3 Effective school boards are accountability driven, spending less time on operational issues and more time focused on policies to improve student achievement.

In interviews with hundreds of board members and staff across districts, researchers Goodman, Fulbright and Zimmerman found that high-performing boards focused on establishing a vision supported by policies that targeted student achievement. Poor governance was characterized by factors such as micro-management by the board.

4 Effective school boards have a collaborative relationship with staff and the community and establish a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals.

In high-achieving districts, school board members could provide specific examples of how they connected and listened to the community, and school board members received information from many different sources, including the superintendent, curriculum director, principals and teachers. Findings and research were shared among all board members (Lighthouse I; Waters and Marzano). By comparison, school boards in low-achieving districts were likely to cite communication and outreach barriers. Staff members from low-achieving districts often said they didn’t know the board members at all.

FOR MORE

**FOR MORE INFORMATION, VISIT:
miboardstandards.com**

BOARD OF EDUCATION GOVERNANCE STANDARDS

What principles should affect school board decisionmaking? What are the behaviors of school boards—as well as individual school board members—that contribute to positive outcomes for students? The Board of Education Governance Standards were developed by school board members for school board members to provide a shared framework for effective school district governance.

Endorsed by the Michigan State Board of Education

For more, visit:
miboardstandards.com



District Specific Information Sharing

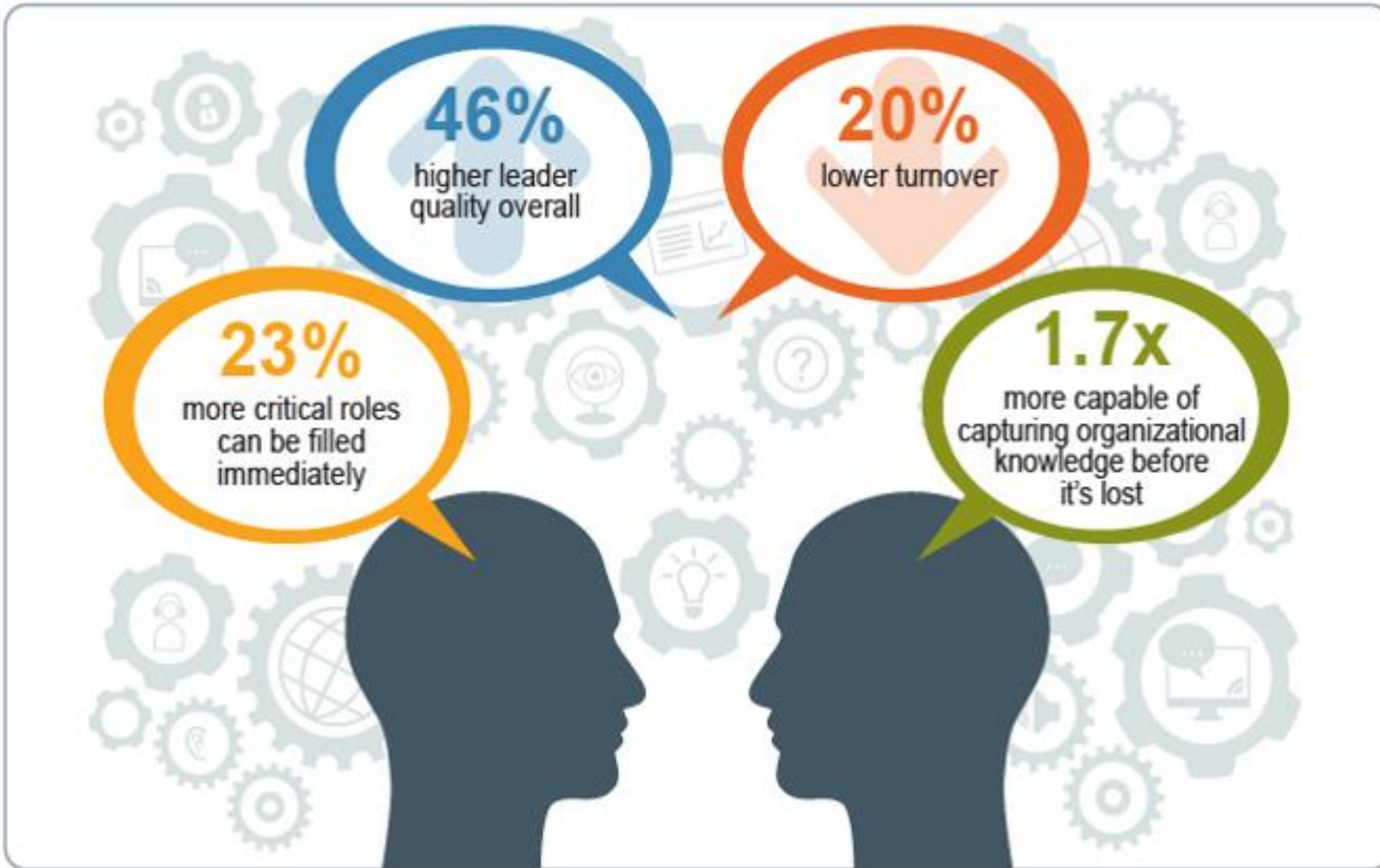




The Value of a Mentor



> Organizational Benefits of Having a Formal Mentoring Culture



Plan for Learning

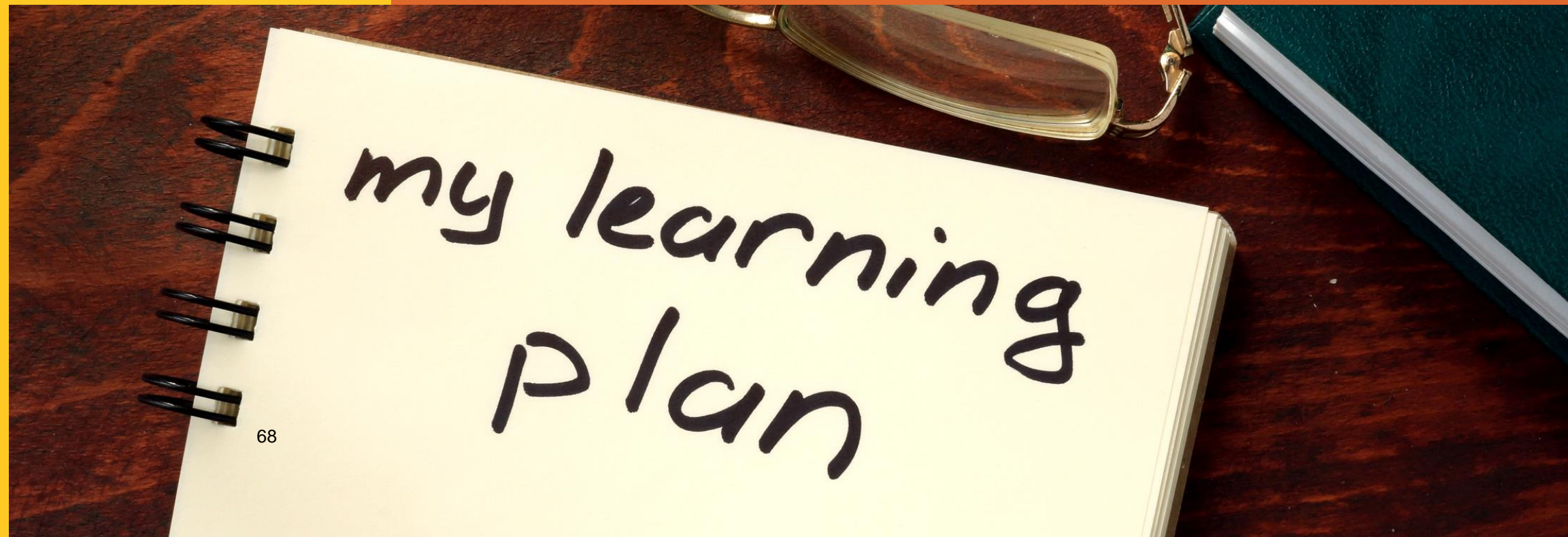


Individual

- CBA 101 - Fundamentals of Board Service
- Tool Specific Superintendent Evaluation Training
- CBAs 102-109 Level One Certification
- Additional Opportunities

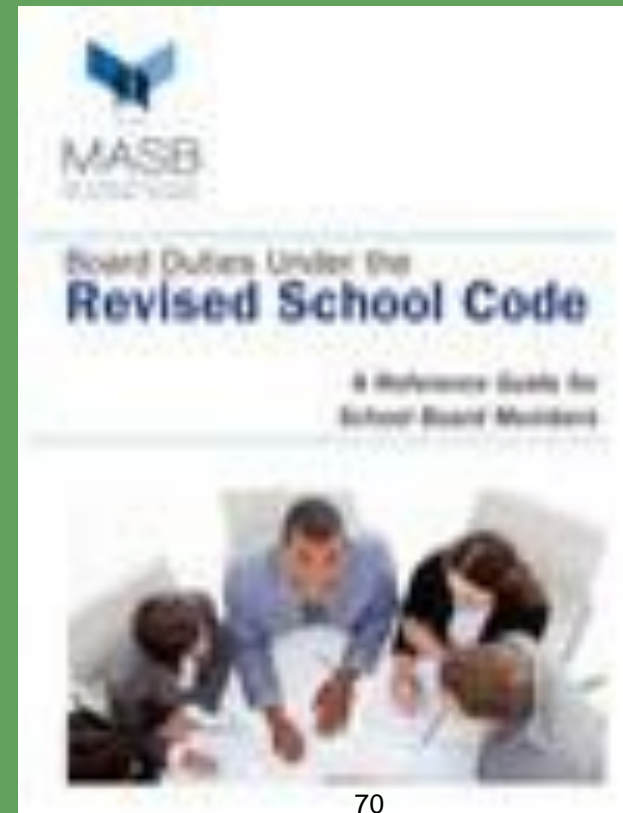
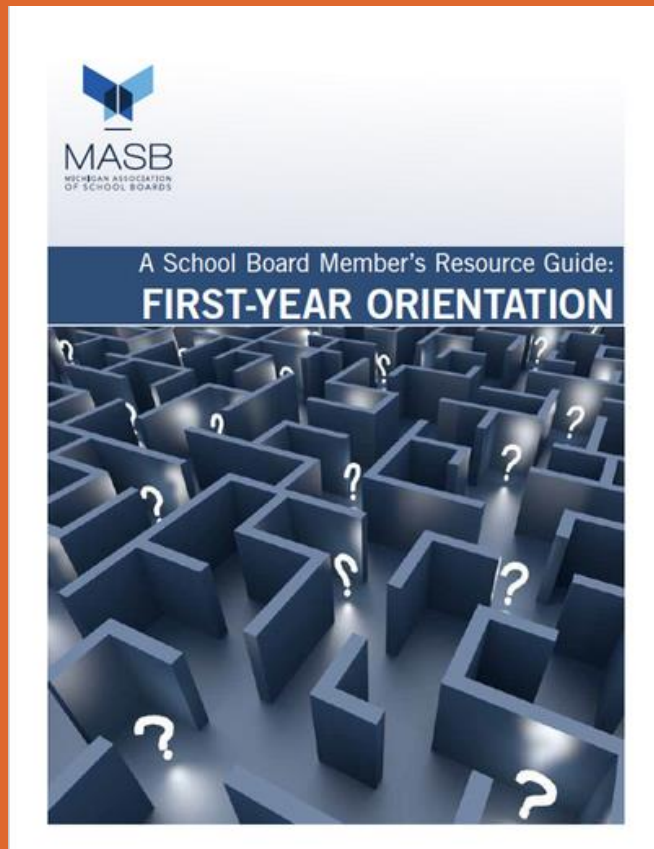
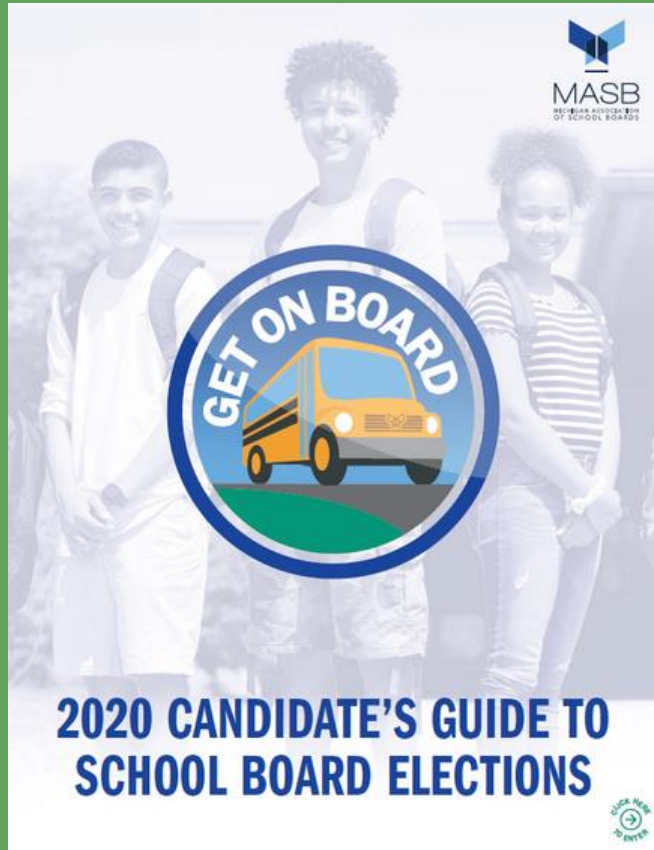
Team

- Board Self-Assessment
- Board Workshops
- Board Retreat

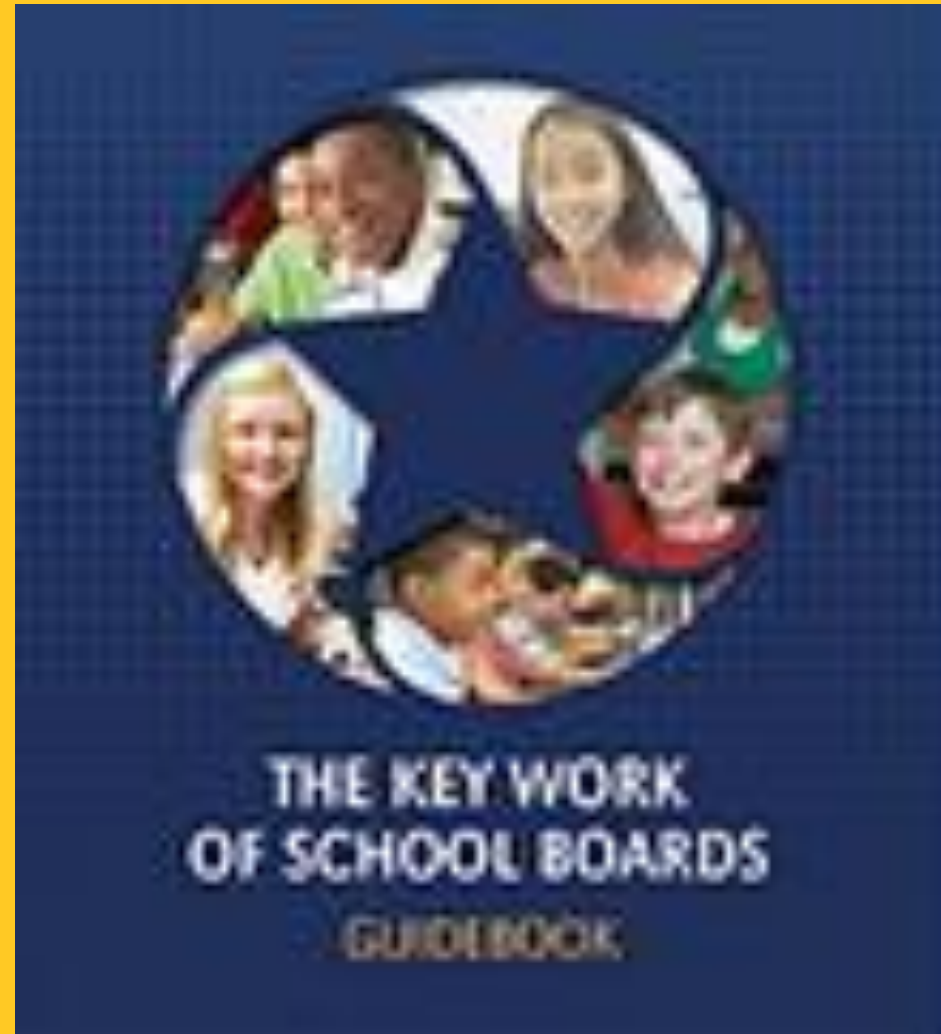
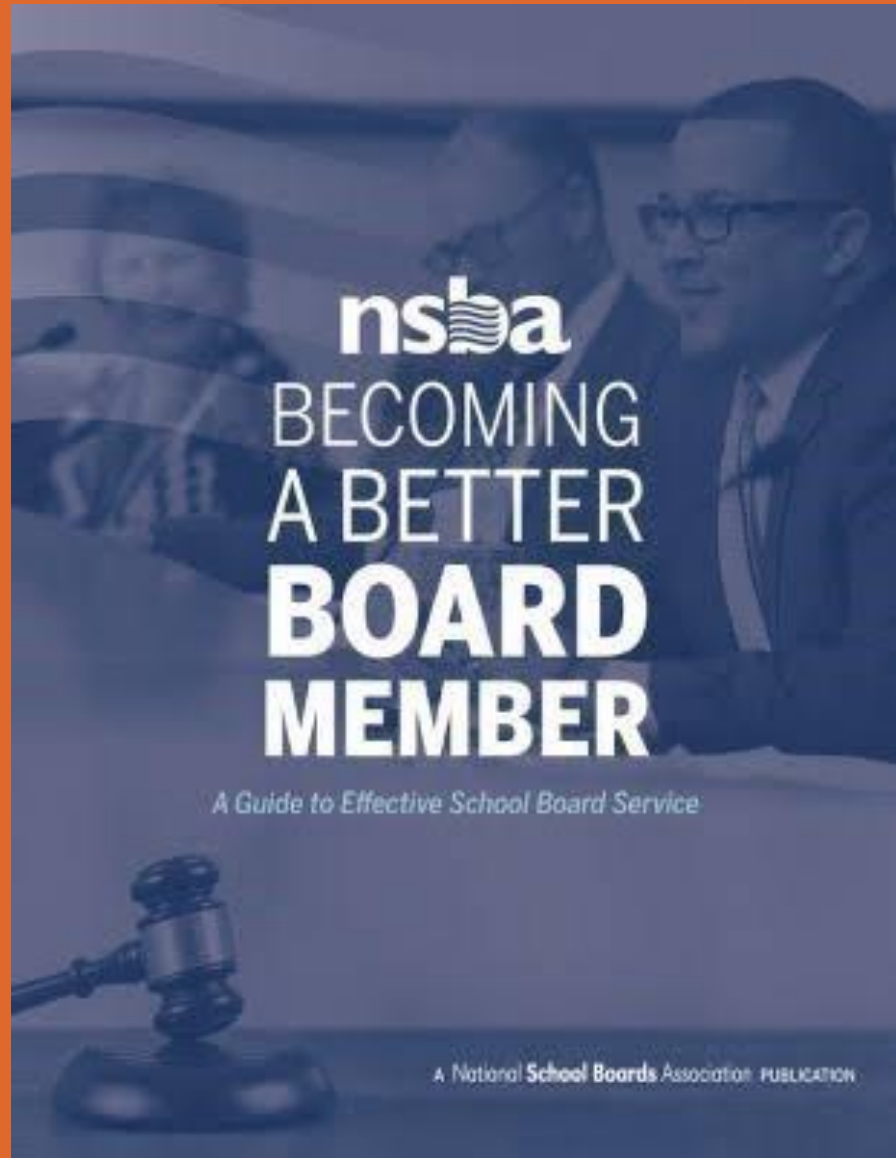


Provide Resources





masb.org



nsba.org





Saying Goodbye

- Celebrations
- Recognitions



Plan Now

Pre-filing Activities

- Advertise the open seats and provide candidate election info
- Host informational meetings
- Provide district specific information
- Provide MASB Candidate's Guide
- Encourage Get On Board attendance

Pre-Election Activities

- Get candidate list from election official
- Host informational meetings
- Work with PTA/LWV to host Candidate Forum
- Provide district specific information
- Provide R&R documents and Candidate's Guide
- Provide dates and encourage attendance for upcoming meetings/trainings



Thank You.

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A Checklist for New Board Member Orientation

Orientation to the Board: These items are generally the school board's areas of expertise and, therefore, should be the board's responsibility in the orientation process. Often, the board president will take the lead for this part of the orientation process with the assistance of the superintendent and other members of the board.

New board members should have access to the following items:

- Policy manual with an explanation of its use
- A copy of current district goals
- An explanation of school board organization (bylaws, officers, standing and ad hoc committees, if any.)
- An explanation of any policies governing board member conduct and activities (i.e., board code of conduct, travel expenses, conflict of interest, professional development, calendar of important events)
- An explanation of how board meetings are conducted, including rules of order used, Open Meetings Act requirements, placing items on the agenda, superintendent's informational packets
- Information about the board speaking with one voice, the authority of the board vs. the authority of any individual board member; the chain of command, etc.
- An explanation of board processes: gathering community input, monitoring district progress, self-evaluation, communication with the media
- A historical perspective of the board's current work, including minutes from the past year's board meetings
- An explanation of the board packet
- A list of board development opportunities throughout the year

Orientation to Board/Superintendent Roles and Relationship: These items are generally shared areas of expertise between the board and superintendent, and, therefore, should be a joint responsibility in the orientation process.

New board members should have access to the following items:

- An explanation of the authority and responsibilities of the board, superintendent, administrators and individual board members
- An explanation of how communication occurs between the board and the superintendent
- Explanation of how authority is delegated to the superintendent
- A copy of the superintendent's job description and contract
- An organization chart of the school district's management structure
- A copy of the superintendent's evaluation tool
- An explanation of how communication flows between board members and superintendent and how to use the chain of command

Orientation to the District: These items are generally the superintendent's areas of expertise and responsibility in the orientation process.

New board members should have access to the following items:

School Finance

- A copy of the district's budget and an explanation of how, when and by whom it is prepared
- An explanation of the state's financial plan and what it means in terms of local district budget
- Data on district per pupil cost and expenditures
- An explanation of the funding process for the school district
- A description of the district's student enrollment trends and projections
- Data on the existing bond indebtedness of the district
- Information on federal aid to district's education program

Facilities

- A list showing the number, location and conditions of schools and other buildings
- An explanation of construction projects contemplated and in process
- An explanation of the student transportation system
- A description of the geographic boundaries and attendance zones of the school district

School Curriculum and Instruction

- An explanation of curriculum standards required by state law
- Copies of recent state report cards
- A description of the district's overall curriculum
- An explanation of school improvement initiatives
- Student dropout statistics
- Information on recent test results and the utilization of test results
- Data on the percentages of students who go onto college or other post high school programs
- Documents showing teacher-pupil ratio and median class size for the district and for appropriate sub-groupings
- An explanation of the district's program for exceptional children
- Data on the age and condition of textbooks, technology and school equipment
- The district's technology plan
- A list of extra-and co-curricular activities in the district

Administration and Staff

- An explanation of personnel recruitment and hiring procedures
- A copy of staff salary schedules and fringe benefit programs
- A copy of the district's collective bargaining agreements
- An explanation of the district's evaluation criteria and procedures for administrators and teachers
- An explanation of the district's professional development program

Questions New Board Members Might Ask

- Who prepares the agendas for board meetings and how do I get an item included?
- What do I do if I need additional information?
- What are the guidelines of the Open Meetings Act?
- How does the board respond to controversial situations?
- When is it appropriate to raise concerns about staff?
- How do I deal with questions from the media?
- How do I respond to community members when I'm on the losing side of a close and carefully watched vote?
- What relationship should board members have with central office, principals and teachers?



What Every New Board Member Needs To Know

– About The District –
(INSERT District Logo)

Name of school district				
School district address	Physical		Website	
Main district phone number				
Superintendent	Phone	Cell Phone:	E-mail:	
Superintendent's Secretary / Assistant	Phone	Cell Phone:	E-mail:	
Other board members	Name	Home Phone	Cell Phone:	E-mail:
Communities served by the district	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 			

	7.					
	8.					
	9.					
	10.					
Number of employees in district	Certificated		Classified			
Number of students enrolled	Total					
	Elementary school					
	Middle school					
	High School					
	Other					
Student Population	Ethnic Groups by Percentage					
	Percentage of English Language Learners					
	Primary languages spoken at home other than English					
	Percentage of students receiving free or reduced lunch					
Number of square miles the district covers						
Home to school transportation	District operated <input type="checkbox"/> or, Contracted to:					
Number of schools	Total					
	Elementary school					
	Middle school					
	High School					
	Charter Schools					
	Other					
District Office Departments	Title & Name of Department Head			Phone Number		
District Schools	Name	Principal's Name	Grades	Phone		

Board meeting dates and times			
District's state and national representatives	Delegation in Juneau		
	Washington DC Delegation		
Established community partners	WHO	WHAT IS PARTNERSHIP?	
DEED website and Important pages on site			
District Legal Council			
Board officers	President/Chair:		
	Vice-President/Chair:		
	Clerk:		
	Secretary:		
	Other:		
Governance Protocols	How we do business:		
	<ol style="list-style-type: none"> 1. How the board meeting agenda is developed and reviewed and by whom? 2. How do items get placed on the board meeting agenda? 3. How does a board member introduce new ideas for the board's consideration? 4. How does a board member obtain additional information about board meeting agenda items before the meeting? 5. What is the purpose and what are the rules of the board comment section? 6. When should you expect to receive board meeting materials and how will 		

	<p>you receive them?</p> <p>7. How do board members respond to staff or community complaints or concerns at board meetings, How should board members respond to staff and public comments?</p> <p>8. What is the board’s practice for communication between board members, with the superintendent, with administration and staff or requests for information?</p> <p>9. How, when and whom do I notify about visiting school sites or participating in district activities?</p> <p>10. What information is confidential?</p> <p>11. Who is the spokesperson for the board?</p> <p>12. Does the board have a chain of command? If so what is it?</p> <p>13. How does a board member participation on district committees and in district activities?</p> <p>14. How is board leadership selected (president, vice, etc.)</p> <p>15. Who can call the attorney with questions?</p> <p>16. What can we enter into Executive Session to discuss?</p> <p>17. What is a work session and how often do we have them?</p> <p>18. What is a board retreat and how often do we have them?</p> <p>19. When not in an official meeting, how many board members can gather without breaking the Open meeting law?</p> <p>20. How do we work with the local Advisory committee?</p> <p>21. I am from community “A” is that the only community I represent?</p> <p>22. When and how the board conducts a self-evaluation?</p> <p>23. When and how the board evaluates the superintendent?</p>
--	---

Governance Material	<input type="checkbox"/> District Policies
	<input type="checkbox"/> District Setting Direction Documents (past notes from Board Retreat/Self assessments)
	<input type="checkbox"/> Board Bylaws – (9000 Series of Policy Book)
	<input type="checkbox"/> AASB Board Standards
	<input type="checkbox"/> District Budget Development Calendar
	<input type="checkbox"/> Becoming a Better Board member Handbook (AASB)
	<input type="checkbox"/> DEED Website
	<input type="checkbox"/> AASB contacts
	<input type="checkbox"/> NSBA contact
	<input type="checkbox"/> Open Meeting Law (Alaska)
	<input type="checkbox"/> Code of Ethics for School Board Members

District Documents	Core Values and Beliefs
	Vision Statement
	Mission Statement
	Strategic Goals
	Board Developed Annual Goals
	Facilities plan/ Long Range Facilities Plan
	Curriculum plan
	Technology plan
	District Objectives
	Budget
	General Fund Budget \$
	Recent audit report and collective action plan
	Policy Manual
	District Administrative Calendar
	Collective Bargaining Agreements
	Last 6 months of minutes (or link to them)
	School Calendar
	Board Yearly Calendar; all dates for the year for the board
	Negotiated Agreements
	Superintendents Current Contract
	District Org. Chart
	District support card and star rating (DEED)
	Parliamentary procedure guidelines
	Recent student test scores
	District handbook



Provided by:

association of
ALASKA
school boards

<p>Meeting with the Board President</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Role of board members <input type="checkbox"/> Review of agenda progress <input type="checkbox"/> Review of board governance model <input type="checkbox"/> Review of meeting protocol <input type="checkbox"/> Reorganization meeting; what to expect <input type="checkbox"/> Board meetings, usual date, time, location <input type="checkbox"/> Weekly Weekend updates <input type="checkbox"/> Annual board retreat(s)\ <input type="checkbox"/> Board planning calendar <input type="checkbox"/> Goal setting workshops <input type="checkbox"/> Provide a mentor <input type="checkbox"/> Provide info on AASB <input type="checkbox"/> Review Chain of Command on board <input type="checkbox"/> Professional development opportunities for board members <input type="checkbox"/> Talk about AASB Board Academies (spring, winter, fall) <input type="checkbox"/> Explain Fly-Ins and meetings with legislatures <input type="checkbox"/> Relationship with AASB/NSBA <input type="checkbox"/> Relationship with outside entities; chamber, muni, etc. <input type="checkbox"/> Complaint process and chain of command <input type="checkbox"/> Avoid micro-management <input type="checkbox"/> Relationship with Advisory boards/ and groups <input type="checkbox"/> Current board goals <input type="checkbox"/> Superintendent is the ONLY employee of the board <input type="checkbox"/> Superintendent is ex-officio member of the board <input type="checkbox"/> KIDS FIRST! <input type="checkbox"/> As board members we need to adhere to all policies set out for our staff and students <input type="checkbox"/> We represent the entire district not special interest groups
<p>Meeting with Administrator(s)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Organizational chart <input type="checkbox"/> Superintendent overview of the district and her/his roles <input type="checkbox"/> Meeting with the Business manager for learn about district finance and budget process <input type="checkbox"/> Ex. Admin to discuss electronic board meetings <input type="checkbox"/> How do they like to be communicated with?? Email? Text? In person? <input type="checkbox"/> You are welcome to attend teacher in-services, esp. the first of the year one <input type="checkbox"/> District and department goals <input type="checkbox"/> Introductions to district offices/directors/coordinators <input type="checkbox"/> Hot topics at the local and state level
<p>Current District Issues</p>	<p>State wide</p>

	Local or regionally
	Other
Tour of Facilities	Work with Superintendent to take a tour/walk though of buildings/playgrounds and district facilities

OPTIONAL:

Board Member Benefits	Stipend:
	Health Benefits:
	Attending conferences / educational meetings / community events:
	Making reservations for conferences / workshops / district business trips:
	Travel Expenses and Reimbursements:

***Suggestion was to create a laminated contact card with contact information of the board and district on one side and travel information (local airport #'s, hotel #'s, car rental info etc) for each board member.**



Using Best Practices to Promote District Financial Stability

Donald Sovey, CPA, CFO School and Municipal Advisory Services, PC

Generously supported by:



Using Best
Business
Practices to
Promote District
Financial
Stability



**Michigan Association of
School Boards**

November 7, 2020

Donald Sovey, CPA, CFO
**School and Municipal
Advisory Services, PC**

(517) 231-0563

donsovey@gmail.com

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Services, PC - Unauthorized
duplication is a violation of
applicable laws.

Michigan Certified Public Accountant

Michigan School Business Official

Chief Financial Officer Certification MSBO

MSBO Distinguished Service Award 2009

MSBO President's Award 2009

Member MASA, MSBO, MASB, MICPA, MASPA, Rotary Club

GFOA Adjudicator for Best Practices in School Budgeting Award

Professional Musician / Kayaker

Owner, School and Municipal Advisory Services, PC, a Licensed Michigan CPA Firm

donsovey@gmail.com

(517) 231-0563

School and Municipal Advisory Services, PC Presentation Dates



November 10; MASA New Superintendents Academy: School Finance Essentials for Superintendents and Administrators; Zoom



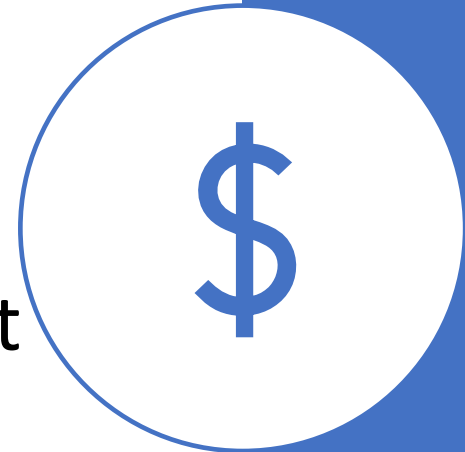
November 19; Building Better Finance and HR Offices; School and Municipal Advisory Services, PC; Zoom; registration: donsovey@gmail.com



February 26; Berrien/Cass/Van Buren Regional Business Officials; Michigan Case Studies on Zero-Based Budgeting

Agenda

- New Cost Challenges with Flat Funding
- Financial Foundations Framework GFOA
- GFOA Building Financially Resilient Government Through Long-Term Financial Planning
- Sustainability Toolbox
- Fiscal First Aid Resource Center



Agenda

- Strategic Planning and Board Governance
- Building Better Finance and HR Offices
- Zero-Based Budgeting
- GFOA Smarter School Spending
 - Strategic Abandonment Tool
 - Academic Return on Investment (AROI)
- Recommended Fund Balance
- Forecasting
- Audit Report - Board Role



New Cost Challenges Since Proposal A Passed



Technology spending demands



Health insurance rate increases and employee cost sharing

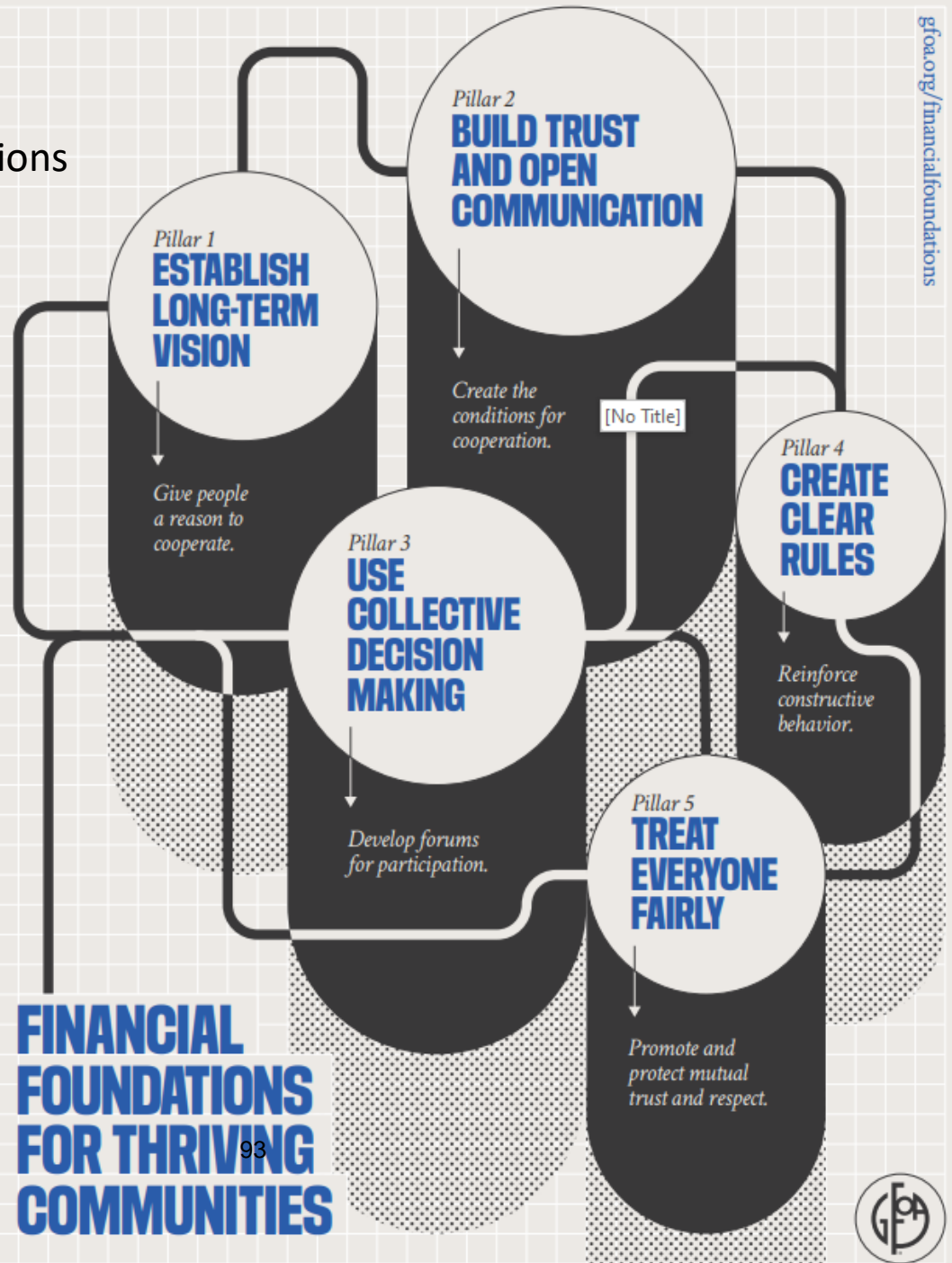


Pension rate increases and employee cost sharing



The background features a blurred financial data interface. At the top, there's a table with columns for stock symbols, prices, and changes. Visible entries include:
- **OMXC25** (COPENHAGEN 25 INDEX) at 1172.94, up 0.81%.
- **OMXRG1** (OMX RIGA GI) at 984.13, up 0.87%.
- **OMX18⁹²** (OMX ICELAND 8) at 6230.9, down 0.21%.
- **OMX18** (OMX ICELAND 8) at 27956.04, up 0.30%.
- **OMX18** (OMX ICELAND 8) at 28289.06, up 0.30%.
- **OMX18** (OMX ICELAND 8) at 599.40, up 0.30%.
- **OMX18** (OMX ICELAND 8) at 1632.51, down 0.30%.
- **OMX18** (OMX ICELAND 8) at 1172.94, up 0.81%.
A line chart in the center shows a fluctuating blue line on a grid. The overall color scheme is dark blue and red.

Financial Foundations Framework



FINANCIAL FOUNDATIONS FOR THRIVING COMMUNITIES



Pillar 1 –
Build
Trust and
Open
Communi-
cation

*Give people a
reason to
cooperate.*

- Promote collaboration
- Balance Long-Term Goals with Short-Term Needs

Pillar 2 –
Establish
a Long-
Term
Vision

*Create the
conditions for
cooperation.*

- Create Open Lines of Communication
- Cultivate Trustworthy Reputations

Pillar 3 –
Use
Collective
Decision
Making

Develop forums for participation.

- Engage Key Stakeholders
- Collective Choice Arrangements
- Networked Enterprises

Pillar 4 –
Create
Clear
Rules

Reinforce constructive behavior.

- Well-Defined Boundaries
- Monitoring
- Maintain Oversight
- Sanctions and Rewards

Pillar 5 –
Treat
Everyone
Fairly

Promote and protect mutual trust and respect.

- Proportional Equivalence Between Benefits and Cost
- Conflict-Resolution Mechanisms
- Minimum Recognition of Rights



**Pensions and
health care**



**Infrastructure
maintenance
and renewal**



**Aging
population**



**The impact of
technology**



**State and
federal
financial
uncertainty**

Financial Headwinds

Framework based on reciprocity and cooperation, rather than competition

This framework brings a number of advantages to solving the financial challenges that bedevil local governments, because it:

- **Makes financial sustainability everyone's business**
- **Based on new, more accurate models of human behavior**
- **Evidence-based and practical**
- **Addresses complexity and transforms decisions.**



Long Term Sustainability

- **Diversity:** Avoid a single point of failure or reliance on a single solution.
- **Redundancy:** Have more than one path of escape.



Long Term Sustainability

- **Decentralization:** Centralized systems look strong, but when they fail, the failure is catastrophic.
- **Transparency:** Don't hide your systems. Transparency makes it easier to figure out where a problem may lie. Share your plans and preparations, and listen when people point out flaws.

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Long Term Sustainability

- **Collaboration:** Work together to become stronger.
- **Fail Gracefully:** Failure happens. Make sure a failure state won't make things worse.



Long Term Sustainability

- **Flexibility:** Be ready to change when plans aren't working. Don't count on stability.
- **Foresight:** You can't predict the future, but you can hear its footsteps approaching. Think and prepare.



Source: Building a Financially Resilient Government through Long-Term Financial Planning; The Government Finance Officers Association; Shayne Kavanaugh; Jamais Cascio, a fellow at the Institute for Ethics and Emerging Technologies

toolbox

sustainability

Essential Tenets for Sustainability



1. Develop a Proactive Financial Leadership Team
2. Properly Staff and Train Business Services Employees
3. Define our Challenges
4. Establish Fiscal Sustainability Goals
5. Adopt Successful Governance Models
6. Install Best Business Practices for Finance and Operations



Fiscal First Aid
Resource Center
www.gfoa.org/ffa

Recovery Process

- 1. Recognition**
- 2. Mobilize**
- 3. Generic Treatments**
- 4. Initial Diagnosis**
- 5. Near-Term Treatments**
- 6. Detailed Diagnosis**



Fiscal First Aid
Resource Center
www.gfoa.org/ffa

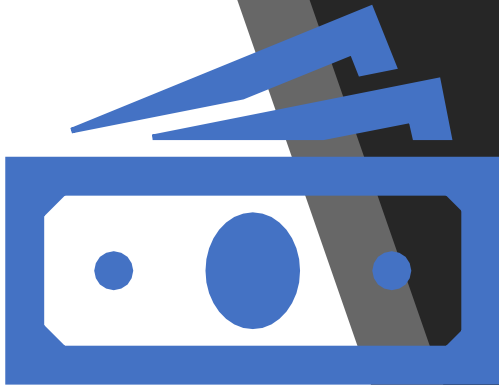
Recovery Process

- 7.Recovery Plan**
- 8.Long-Term Treatments**
- 9.Long-Term Financial
Planning**
- 10.Recovery Leadership**
- 11.Manage the Recovery
Process**
- 12.The Outcome of
Recovery**

District status of financial health

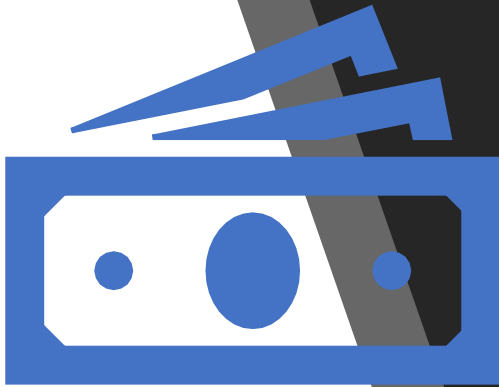
- **Why have a fund balance?**
- **What is appropriate?**
- **Early Warning Law**
- **What is your trajectory?**

Reasons for Fund Balance



- *Provides stability and sustainability in a highly volatile school funding climate*
- *Helps cover unexpected expenses such as higher utility bills, unanticipated building maintenance, and one-time costs*
- *Serves as a hedge to temporarily offset unplanned student enrollment loss*
- *Allows districts to pay bills , including payroll, until the first state aid payment is received in late October*

Reasons for Fund Balance



- *Helps to offset ordinary budget variances that occur in the normal course of business*
- *Provides cash to pay for up front state and federal grant expenditures, primarily payroll, that are reimbursed after the fact*
- *General fund reserves help boost bond ratings and lower related borrowing costs*

What is appropriate?

- Michigan School Business Officials recommends carrying a 15 to 20 percent fund balance.
- GFOA recommends no less than 2 months of operating expense in reserve, or the equivalent of a 16 percent reserve. GFOA recommends a formal board policy on fund balance be adopted.

Early Warning Law

- **Signed by governor July 1, 2015**
- **Provides option for ISD oversight of local district or PSA finances**
- **Budgetary assumptions must be reported by July 7 for any district without a positive fund balance of at least 5% for the two most recent school fiscal years**
- **Allows for withholding of certain payments**
- **Emergency manager appointment option by Treasury instead of State Superintendent**

Early Warning Legislation MCL 380.1219

Assessing Financial Health

- 1. Financial Practices (Uniform Budgeting and Actg Act, Bud Variance, Amendments)**
- 2. Comparative staffing, wages, and benefit costs with other districts**
- 3. School building student capacity utilization**
- 4. Comparative non-instructional costs**
- 5. Enrollment projection methods**

Early Warning Legislation MCL 380.1219

Assessing Financial Health

- 6. Deferred maintenance and capital investment needs**
- 7. Substitute costs, workers comp, unemployment, insurance**
- 8. Pupil transportation costs / routing**
- 9. Bargaining agreement costs current and future**

Why Forecast?



Long-term financial planning combines forecasting with strategizing. It is a highly collaborative process that considers future scenarios and helps governments navigate challenges. Long-term financial planning works best as a part of an overall strategic plan.

Budget Forecasting

LONG RANGE FINANCIAL PROJECTION May 20, 2019

CURRENT TRAJECTORY

	AUDITED 2017-18 ACTUAL	% INC (DECR)	Jan 2019 Amendment 2018-19 BUDGET	% INC (DECR)	2019-20 PROJECTED	% INC (DECR)	2020-21 PROJECTED	% INC (DECR)	2021-22 PROJECTED
REVENUES	\$10.0	2.2%	\$10.2	-2.2%	\$10.0	-2.0%	\$9.8	-1.1%	\$9.7
EXPENDITURES	\$9.9	4.1%	\$10.3	0.4%	\$10.3	0.5%	\$10.4	0.4%	\$10.4
PROJECTED SHORTFALL	\$0.1		-\$0.1		-\$0.3		-\$0.6		-\$0.7
Shortfall Percentage	1.2%		-0.6%		-3.2%		-5.6%		-7.0%
YEAR END PROJECTED FUND BALANCE	\$1.6		\$1.5 ₁₇		\$1.2		\$0.6		-\$0.1
Fund Balance Percentage	16.2%		15.0%		11.8%		6.1%		-0.9%

In the words of a
superintendent

Forecasting established a true
sense of pattern of finance

Opened up avenues of
dialogue with administration
and the union

Gave confidence to our Board
of Education

Created a tool that is more
reliable when building budgets
and making assumptions

Best Practices in Budgeting

Budget Process Options Used in Michigan

1. Rollover Budget
2. Modified Zero-Based Budgeting
3. Full Zero-Base Budgeting
4. GFOA Smarter School Spending

Budget Development Process

Levels of Collaboration

Teachers and Building Support

Principals and Supervisors

Superintendent and Central Office

Board of Education and Community

Michigan Departments of Education / Treasury

Emergency Manager

Recommended Budget System



- Proactive, transparent, and collaborative budgeting
- User friendly data
- Cost centers
- Focus on monthly financial statements
- Budget development timeline¹²²

Recommended Budget System



- **Involve stakeholders**
- **Budget amounts must be annually justified**
- **Assess costs while weighing benefits**
- **Various levels of service are presented so final decisions can be made in reaching balanced budget**

Rollover Budgeting (Traditional)

Zero-Based Budgeting

Starts with existing base

Starts with “clean slate”

Examines cost / benefits for
NEW activities

Examines cost / benefits for
ALL activities

Does not examine new ways
of operating as a part of the
budget process

Explicitly examines new
approaches

Results in a “take it or leave
it” budget approach

Results in a choice of
¹²⁴several levels of service and
⁴⁰cost

Levels of Service

1

Must do

2

Should do

3

Wishes

Zero Based Budgeting Advantages

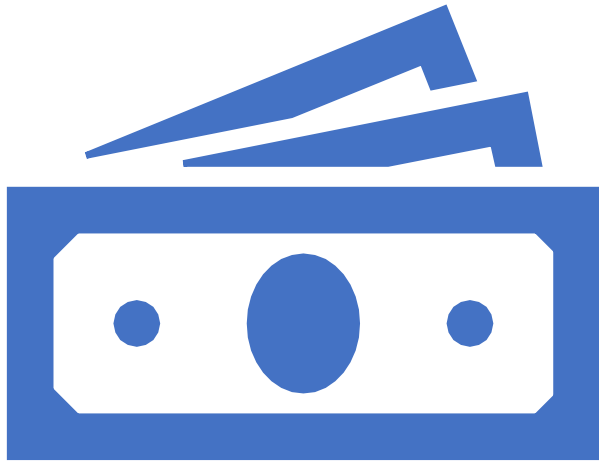
Eliminates “spend it or lose it” thinking

Creates budget ownership by department

Detailed FTE Compensation (85%) and Grants Input Required

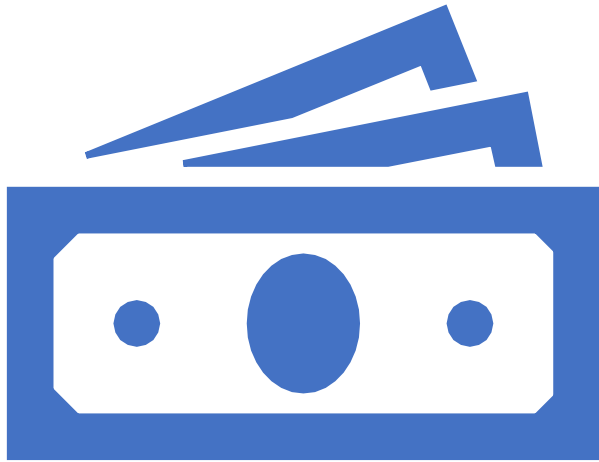
Reduces mid-year budget requests

Minimizes budget surprises and year end variances



A Change of Culture

- Principals and Supervisors become responsible and accountable for their cost center budgets
- Spending is tied to district goals
- Central office is no longer the “piggy bank” that bails out mid-year spending impulses



A Change of Culture

- Business office and superintendent monitor but do not propose budget amounts for cost centers money
- Year end spending just to spend budget is minimized
- Building leaders assist in district-wide budget balancing goals

Principals



Teachers



School Board

Community



Engage Your Stakeholders.
Keep Students at the Center.

Student Learning
Goals Achieved!!!



How Do We
Prioritize the
Strategies
Over the
Long Term?

Create a Strategic
Financial Plan



What are our
Student
Learning
Goals?

Set
S.M.A.R.T.E.R. Goals

What is
Preventing
Us From
Reaching
Our Goals?

Use Root
Cause Analysis

What are the
Best Strategies
to Reach
the Goals?

Use Evidence-based
Decision Making

How Do We
Pay for the
Strategies?

Use Cost Savings
Best Practices



Academic

Finance



Smarter School Spending Best Practices in School District Budgeting



GFOA Budgeting Tools



What are the Best Strategies to Reach our Goals?

Academic Return on Investment
(A-ROI)



What is A-ROI?

The practice of scientifically evaluating the cost-effectiveness of academic programs / strategies and then deciding on where to allocate resources accordingly



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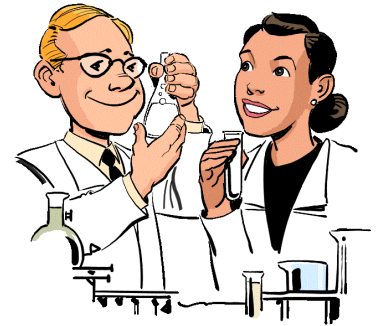


S48

Evidence-Based Decision-Making + Cost-Benefit Analysis

- Program “A” = 1.25 year’s reading improvement
- Program “B” = 1.4 year’s reading improvement

12%
Better!



With just that information the choice is obvious



A-ROI Conceptual Foundations

1. Reconsider your knowledge of what really works
2. Define the problem before seeking its solution
3. Follow the scientific method

A-ROI Conceptual Foundations

4. Seek out the greatest net benefit

5. Ignore sunk costs

6. Pay attention to opportunity costs



Strategic Abandonment Application

Example of a Strategic Abandonment Tool

Source: GFOA

The following is a simple tool that can be used to help districts to consider when to discontinue a program. A program is given a score for each criteria (1, 2, or 3 points) and the total points indicate whether the program's degree of conformance with the criteria is unacceptable, questionable, or acceptable.

Criteria	Acceptable (3)	Questionable (2)	Unacceptable (1)
1. The program maintains a clear metric for measurement.	The program's outcome or service rendered is defined, and a clear metric exists to measure the program on a frequent basis.	The program's outcome or service rendered is defined, but no metric to measure the program is available.	The program's outcome or service rendered is unclear and undefined.
2. The program's outcome or service rendered is measured frequently and without undue bias.	The program's outcome or service rendered is measured in an impartial manner on a regular (weekly or monthly) basis or better.	The program's outcome or service rendered is measured regularly (weekly or monthly), but bias cannot be eliminated from the evaluation.	The program's outcome or service rendered is not measured regularly. No documentation exists to verify accountability.
3. The program supports teaching and learning.	The program directly supports teaching and learning through enhancing the educational setting, and faculty and staff can identify the tie between the program and instruction.	The tie between teaching and learning and the program is related to evaluation. However, faculty and staff are not aware of the program's direct impact on instruction.	There is no close tie or a very limited tie between the program and teaching and learning.
4. The program's service cannot be replicated otherwise.	The program's service is specialized and must be provided by specially trained personnel to ensure effectiveness, efficiency, and safety to all that the program serves.	The program can be provided by alternative personnel. But training and specialized supervision are necessary for the service to be conducted in an efficient, effective, and safe manner.	The program's service can be provided by alternative personnel with little to minimal training within the scope of the workday or workweek.

5. The program's cost-to-service ratio is defensible.	The program's total cost divided by those it serves is better than what is found in similar districts without compromising the service provided.	The program's total cost divided by those it serves is within the normal range of districts with similar programs.	The program's total cost divided by those it serves is beyond the norm for similar programs in similar districts or industries.
6. The program is operated by the best personnel.	The program is administered by personnel who are familiar with the program and who stay within timelines and budget the vast majority of the budget year.	The program is administered by personnel who are familiar with the program, yet personnel struggle to meet timelines or stay within budget.	The program is administered by personnel who are unfamiliar with the program or unable to execute the program's intent within acceptable timelines and cost.
7. The program is necessary for the successful functioning of the district.	Should the program not operate, the district would feel an immediate impact and the service would have to begin immediately for the district to maintain successful operation.	Should the program not operate, the district would function at a less-than-acceptable level, and the service would have to begin anew within a month of its discontinuance.	Should the program not operate, the district would continue to function with minimal disruption within a semester or an academic year.
8. The loss of the program would cause a problem with a key stakeholder group.	A significant stakeholder group depends on this program, and loss would create a loss of faith.	A significant stakeholder group is interested in this program, but loss would not create a loss of faith.	No significant stakeholder group is invested in this program.
Total = _____	19-24 = Acceptable	15-18 = Questionable	<14 = Unacceptable
Program Evaluator:	Program Evaluated:	Date:	

<http://www.legislature.mi.gov/documents/mcl/pdf/mcl-act-2-of-1968.pdf>

Uniform Budgeting and Accounting Act PA 621 of 1978 Formerly Act 2 of 1968

Uniform Budgeting and Accounting Act

- 14.422b **Definitions:** Chief administrative officer means.....the superintendent of an intermediate school district
- 141.428 **Contents of audit report**.....(c) **Disclose any material deviations** by the local unit from generally accepted accounting practices or from applicable rules and regulations or any state department or agency.....(d) **Disclose any fiscal irregularities**, including but not limited to any deviations from the requirements of section 4; defalcations; misfeasance; nonfeasance; or malfeasance that came to the auditor's attention.

Uniform Budgeting and Accounting Act

- 141.434 **Budget; preparation, presentation, and control of expenditures;**.....Sec 14(1) Unless otherwise provided by law, charter, resolution, or ordinance, the **chief administrative officer** shall have final responsibility for budget preparation, presentation of the budget to the legislative body, and the control of expenditures under the budget and the general appropriations act.

Uniform Budgeting and Accounting Act

- **141.437 General appropriations act; amendment; reports; recommendations.....**Subject to section 16(2), the legislative body of the local unit shall **amend the general appropriations act as soon as it becomes apparent that a deviation from the original general appropriations act is necessary and the amount of the deviation can be determined.**

Uniform Budgeting and Accounting Act

- **141.439 Expenditure of funds; transfers within appropriations.....**Sec 19. (1) A member of the legislative body, the chief administrative officer, or an employee of a local unit **shall not authorize or participate in the expenditure of funds except as authorized by a general appropriations act.** An expenditure shall not be incurred except in pursuance of the authority and appropriations of the legislative body of the local unit.

Uniform Budgeting and Accounting Act

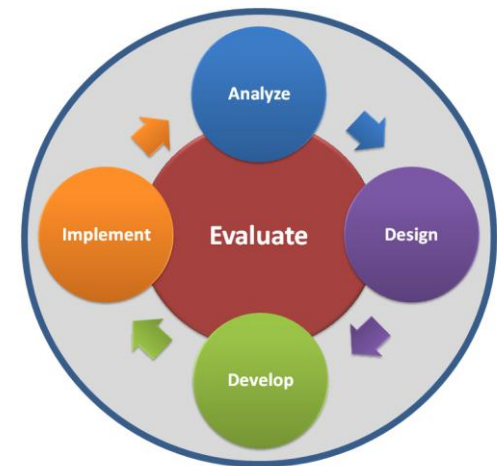
- **141.438 Incurring debts or obligations;.....Sec 18. (1) A member of the legislative body, chief administrative officer, administrative officer, or employee of the local unit shall not create a debt or incur a financial obligation on behalf of the local unit unless the debt or obligation is permitted by law.**

A blue-tinted background image showing three business professionals in a meeting. A woman in the foreground is looking at a laptop screen, holding a pen. Two men are behind her, also looking at the screen. The overall scene is professional and collaborative.

Building Better Finance and HR Offices

Office Redesign Process

- Establish office service vision
- Define SKE needs
- Each employee completes Job Self-Analysis Questionnaire
- Review past performance appraisals
- Rewrite outdated job descriptions with legal review
- Issue new job descriptions
- Provide training
- Evaluate annually



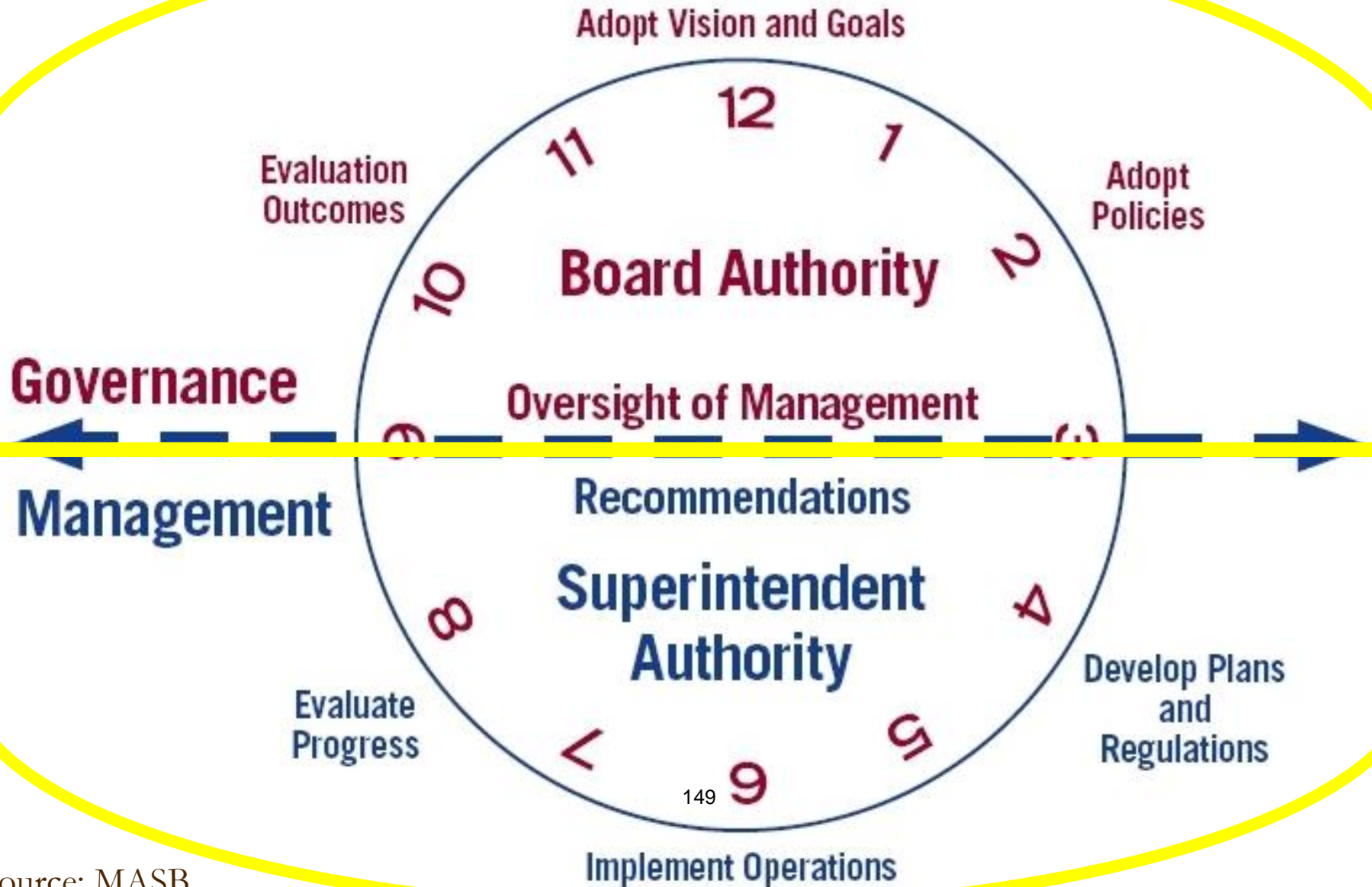


YES – IT
ABSOLUTELY
DOES!

Background on the Research

- Meta-analyses of education research, with a focus on the practices of boards, superintendents, and other school leaders;
- Case studies of high-achieving districts, with a focus on the evolving role of school boards; and
- Studies comparing school board practices in districts with similar demographics but substantially different student outcomes as reflected by annual assessments and other factors.

The Governance Clock



Goals Are Set To:

- Achieve the district's mission and vision
- Serve as the foundation for decisions of the board
- Clarify and communicate district objectives
- Establish board and staff performance expectations



Types of Goals

District

- Strategic and give direction for the district

Board Goals

- Specific to board governance

Superintendent

- Performance expectations

Site-Based Goals

- Alignment with district goals

School Goals

- Tactical

STRATEGIC PLANNING



The process of determining what an organization wants to be at some point in the future and how ¹⁵² it will get there.

Establishment of Strategic Plans

www.gfoa.org/materials/establishment-of-strategic-plans

GFOA recommends that all governmental entities use some form of strategic planning to provide a long-term perspective for service delivery and budgeting, thus establishing logical links between authorized spending and broad organizational goals. While there is not a single best approach to strategic planning, a sound strategic planning process will include the following key steps:

Establishment of Strategic Plans

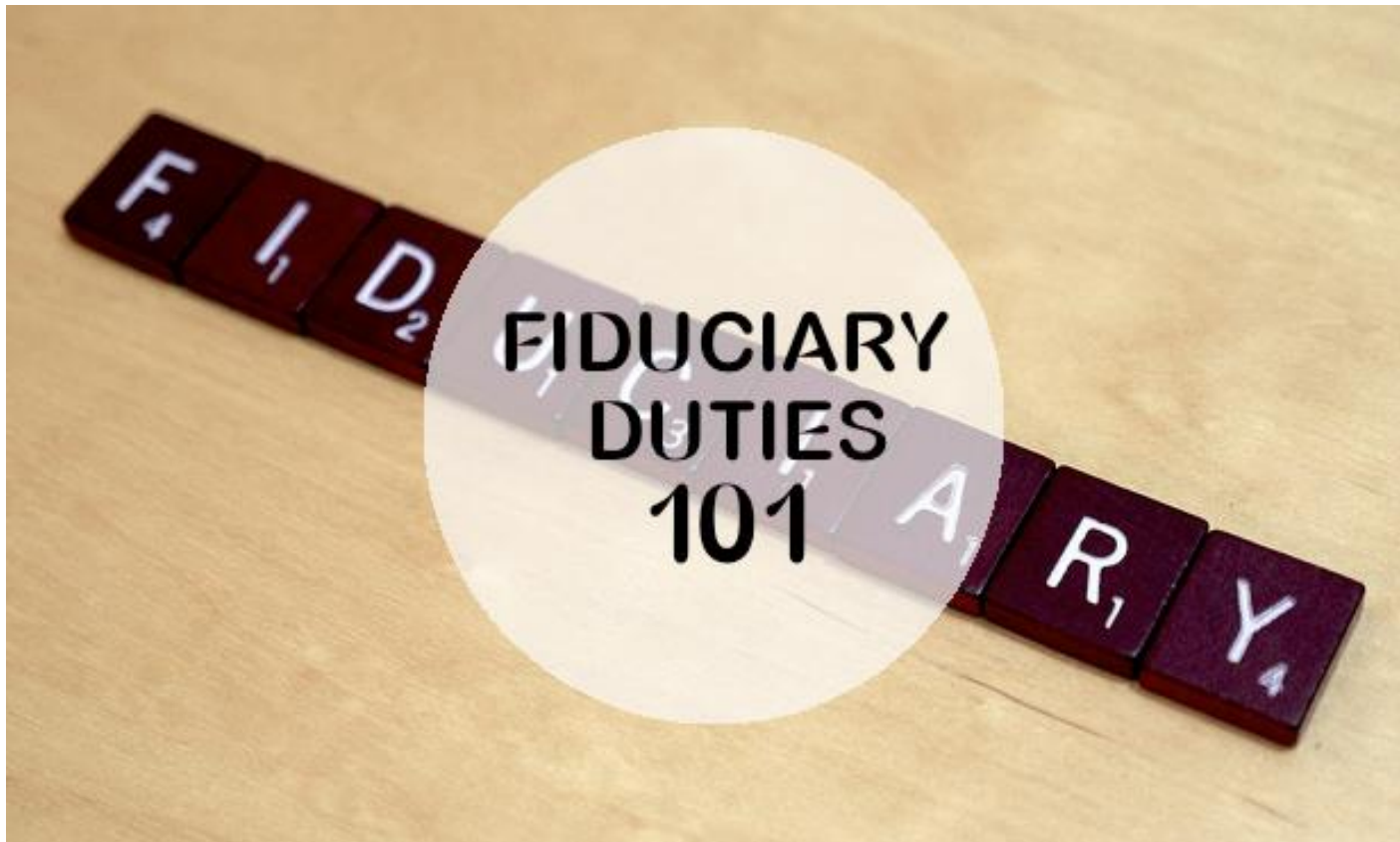
1. Initiate the Strategic Planning Process
2. Prepare a Mission Statement
3. Assess Environmental Factors
4. Identify Critical Issues

Establishment of Strategic Plans

5. Agree on a Small Number of Broad Goals
6. Develop Strategies to Achieve Broad Goals
7. Create an Action Plan
8. Develop Measurable Objectives

Establishment of Strategic Plans

9. Incorporate Performance Measures
10. Obtain Approval of the Plan
11. Implement the Plan
12. Monitor Progress
13. Reassess the Strategic Plan



Board of Education Fiduciary Role

What Should I Look For in My District Audit Report?

Material Weakness:

A deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility of material misstatement in the entity's financial statements that will not be prevented, or detected or corrected, on a timely basis.

Repeat uncorrected audit findings

Management letter, if any, recommendations

Single Audit Report findings



BOARD OF
EDUCATION
GOVERNANCE
STANDARDS

*Developed by school board
members for school board
members*

<https://miboardstandards.lpages.co/info/>

BOARD OF
EDUCATION
GOVERNANCE
STANDARDS

Accountability

Commitment to Learning

Inclusivity

Stewardship

INDIVIDUAL
BOARD
MEMBER
GOVERNANCE
STANDARDS

Advocacy

Civility

Courage

Empathy

Inquiry

Integrity

Regard for Authority of the Board

Selflessness

Donald Sovey CPA, CFO

- Audit RFP facilitation
- Auditor independence assessment
- Bond / millage communications
- Budget process training
- Business office staffing review and mentoring
- CFO search service
- Consolidation feasibility study
- Distressed / deficit district technical assistance
- Fact finding research and testimony
- Financial mentoring for newer Superintendents
- Long-range financial projection training



School & Municipal
Advisory Services, PC

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517-231-0563
donsovey@gmail.com



THANK YOU!

Questions? Please Call (517) 231-0563

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Combating Chronic Absenteeism- the latest research

Mindy Grant, RD -Michigan No Kid Hungry Program Manager (MDE Contractor)

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#MASBALC

Generously supported by:





FEEDING KIDS

by working with schools and communities to make food programs available for every kid in need.



TEACHING FAMILIES

how to make the most of their food budgets by purchasing and preparing nutritious food for their kids.



MOBILIZING THE PUBLIC AND OUR LEADERS

so that ending childhood hunger is a top priority in this nation.

Agenda

- Overview of Hunger In Michigan and Child Nutrition Programs
- Chronic Absenteeism
- Research on Breakfast After the Bell and Its Impact on Chronic Absenteeism
- Effects of Covid-19 and “The Silver Lining”
- Questions and Discussion

Hunger in Michigan

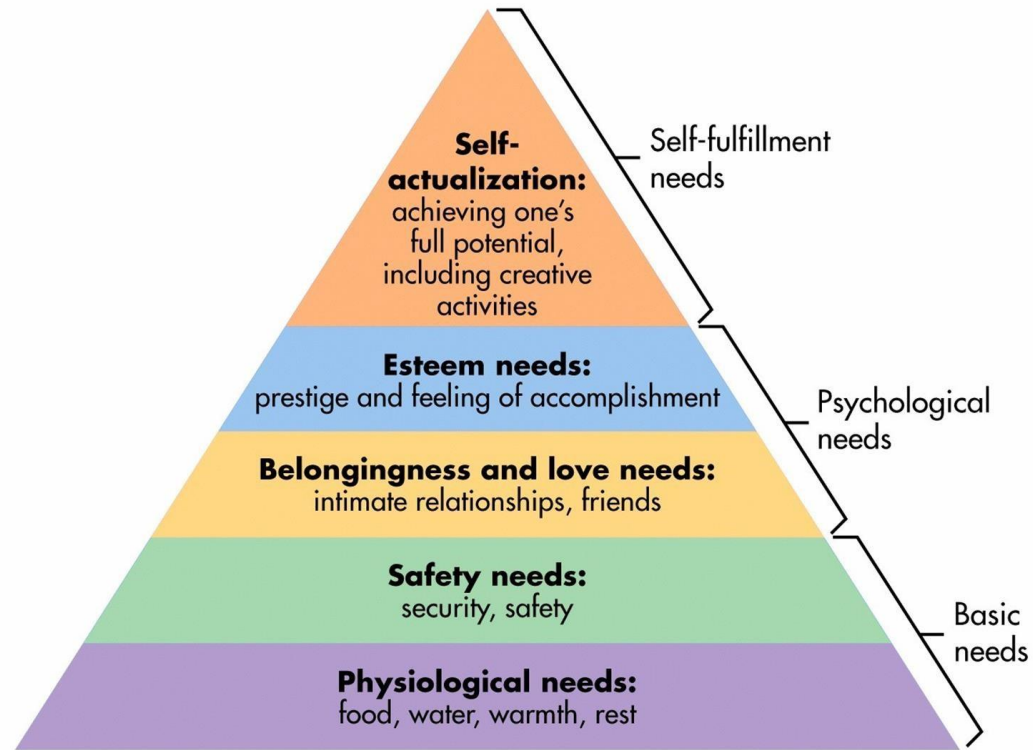


The child food insecurity rate in Michigan in 2018 was 14.7%, what is the projected food insecurity rate for Michigan in 2020?

- A. 16.8%
- B. 20.8%
- C. 23.8%
- D. 26.8%

<https://www.feedingamericaaction.org/the-impact-of-coronavirus-on-food-insecurity/>

Access to Meals is an Education Issue



Maslow's Needs

Food and food security are critical components of the physiological and safety needs of a child.

Hunger Threatens Children's Futures



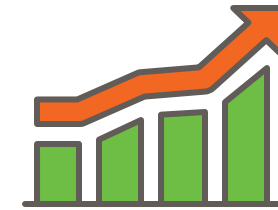
EDUCATION

3 out of 4 public school teachers say that students regularly come to school hungry.



HEALTH

Hungry children are sick more, recover more slowly & are hospitalized more frequently.



ECONOMY

Research puts hunger's cost to the U.S. economy at \$167.5 billion.

Why are School Meals Important?

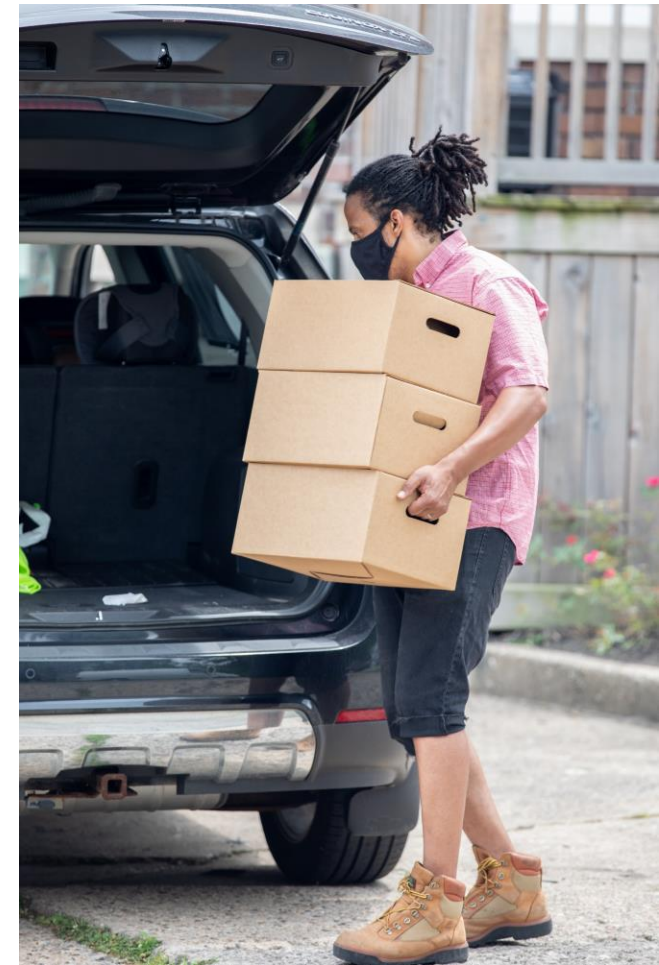


Why was the National School Lunch Program initially created?

- A. To lift food prices by absorbing farm supplies
- B. Protect national security
- C. Increase household food security
- D. All of the above

MI Child Nutrition Programs:

- **93,142,746** meals were served to MI children through child nutrition programs from March-September 2020
- Waivers were granted in March 2020 to begin serving meals at no cost to children
- Extensions were granted to continue serving meals at no cost until June 30th, 2021!

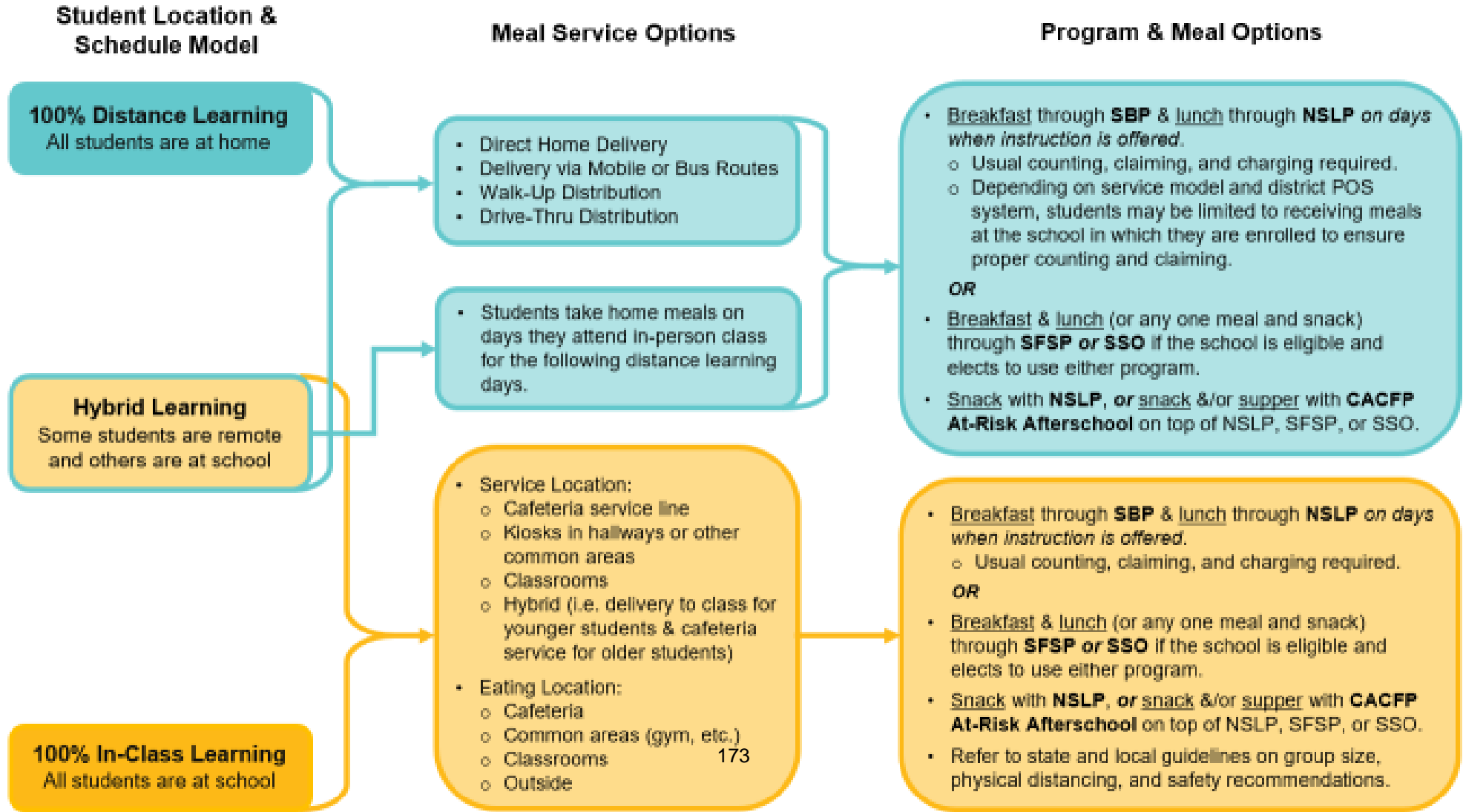




Often when you think you're at the end of something, you're at the beginning of something else.

- Fred Rogers

MANY OPTIONS



Breakfast After the Bell:

Alternative serving model(s) where breakfast is served after the official start of the school day and students are allowed to eat outside of the cafeteria

- Breakfast in the Classroom
- Grab and Go to the Classroom
- Second Chance Breakfast



Making Meals Part of the School Day...

- Addresses the common barriers of traditional cafeteria meals, and ensures more students can start the day with a healthy meal
- Breakfast as instructional time: https://www.michigan.gov/mde/0,4615,7-140-66254_50144_73101_94250-509748--,00.html

Breakfast After the Bell Basics



Is your school currently serving a Breakfast After the Bell Model?

- A. Yes, in all schools
- B. Yes, in some schools
- C. No, we have traditional models
- D. Not sure

Traditional Breakfast in the Cafeteria has challenges...

- Bus or carpool does not arrive in time for students to eat before school
- Stigma that school breakfast is for low-income students, so students skip breakfast
- High School/middle School students may not be hungry first thing in the morning
- Cafeteria location may not be convenient for students
- Not enough time for students to eat in the morning before class starts
- Students would rather socialize with their friends

Breakfast After the Bell Participation Rates

88%

Breakfast in the Classroom (BIC)¹: Breakfast is offered/served in the classroom and eaten in the classroom.

59%

Grab and Go¹: Breakfast is offered/served from one or more central locations and consumed in a non-specific location.

58%

Second Chance Breakfast¹: Breakfast is offered/served between 1st and 2nd period and consumed in a non-specific location. Usually offered via Grab and Go or Traditional Cafeteria breakfast.

Participation measured by average daily participation F&RP school breakfast / average daily participation F&RP school lunch.

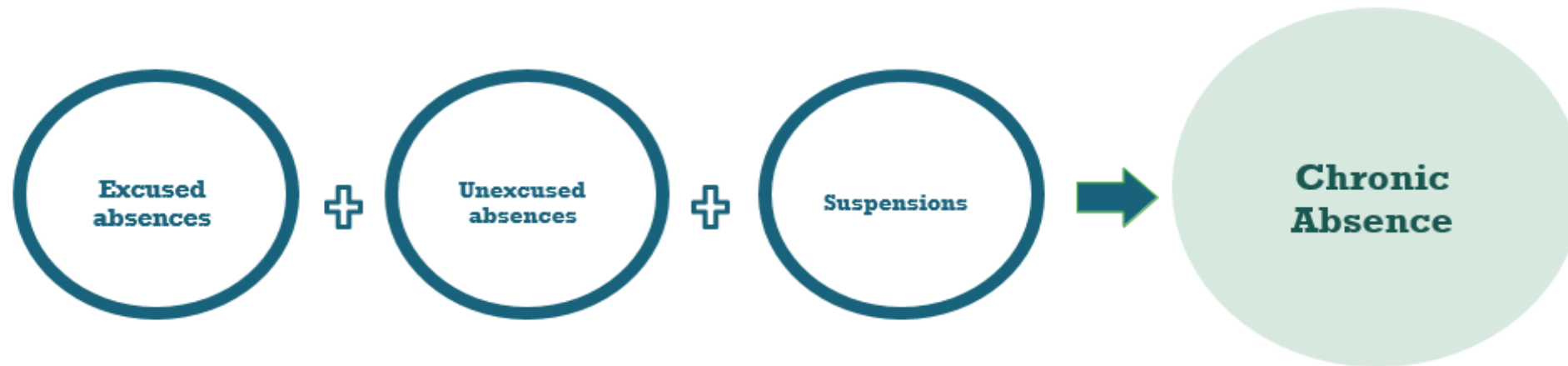
Chronic Absenteeism

Why it Matters? What Can Be Done?



What is chronic absenteeism?

Chronic absence is missing so much school for any reason that a student is academically at risk. The state of Michigan defines it as **missing 10% or more of school for any reason.**

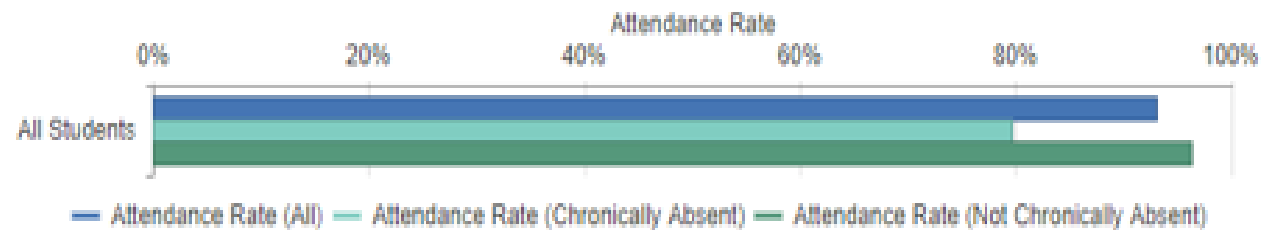


Chronic absence is different from truancy (unexcused absences only) or **average daily attendance** (how many students show up to school each day).

2019-20 Student Count-Attendance Snapshot

Statewide: All Students

Snapshot Trend Entity Breakdown



[Reset Graph](#)

Click categories in legend to select/deselect bars

Location Name	Report Category	All Students		Chronically Absent			Not Chronically Absent		
		Attendance Rate	Total Count	Attendance Rate	#	%	Attendance Rate	#	%
Statewide	All Students	93.07%	1,460,503	79.6%	297,840	20.4%	96.3%	1,162,663	79.6%

* <10 Students, Data are Suppressed

<https://www.mischooldata.org/student-attendance>

[Reset Graph](#)
Click categories in legend to select/deselect lines

Location Name	School Year	Report Category	All Students		Chronically Absent			Not Chronically Absent		
			Attendance Rate	Total Count	Attendance Rate	#	%	Attendance Rate	#	%
Statewide	2019-20	All Students	93.07%	1,460,503	79.6%	297,840	20.4%	96.3%	1,162,663	79.6%
Statewide	2018-19	All Students	93.12%	1,474,067	79.5%	290,364	19.7%	96.3%	1,183,703	80.3%
Statewide	2017-18	All Students	92.88%	1,488,707	78.4%	296,619	19.9%	96.3%	1,192,088	80.1%
Statewide	2016-17	All Students	94.13%	1,497,985	80.1%	233,582	15.6%	96.6%	1,264,403	84.4%
Statewide	2015-16	All Students	94.43%	1,505,031	80.2%	221,067	14.7%	96.7%	1,283,964	85.3%

* <10 Students, Data are Suppressed

<https://www.mischooldata.org/student-attendance>

Why is school attendance important?

Students who are chronically absent from school are more likely to:

- Fall behind academically
- Display behavior and discipline problems
- Engage in smoking, drug use and high-risk sexual behaviors
- Drop out of school

**Chronic Absence = Warning
Sign of Academic Risk**

Latest Research: Evaluating the Impact of Breakfast After the Bell on Chronic Absenteeism

RESEARCH BRIEF:

Evaluating the Impact of Breakfast After the Bell on Chronic Absenteeism



Schools in the United States are facing an absenteeism crisis. Millions of American students are missing three weeks or more of the school year, meaning they are chronically absent from school¹. The effects of chronic absenteeism are staggering and severe, leading to reduced student achievement², an increased likelihood of dropping out of school³, weakened social development⁴, and worse future employment prospects⁵. Students at higher risk for chronic absenteeism include students in low-income households⁶, students of color⁷, and students with disabilities⁸.

To address absenteeism, there is a growing effort among both research and policy communities to identify and develop school solutions that exist beyond curriculum and instruction. This study contributes to this effort by examining whether providing school breakfast as part of the school day (Breakfast After the Bell) can improve student outcomes like chronic absenteeism. Although Breakfast After the Bell has been found to increase student participation in school breakfast⁹, less is known about the potential impacts of Breakfast after the Bell on chronic absenteeism. Although exploring the reasons why Breakfast After the Bell might influence absenteeism is outside of the scope of this study, it was conjectured that Breakfast After the Bell might improve chronic absenteeism by providing needed nutrition or by establishing a routine that reduces stressors and improves attitudes towards school, which research suggests can influence absenteeism^{10, 11}.

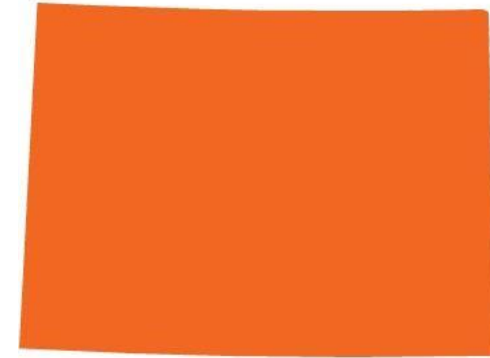
Study Design

The Study: Is there a link between Breakfast After the Bell and chronic absenteeism?

- No Kid Hungry commissioned [a study](#) to answer the question, “Can serving breakfast as a part of the school day, commonly known as Breakfast After the Bell, reduce chronic absenteeism rates?”
- The study was conducted in 2019 by leading education researchers at the University of California Santa Barbara: Dr. Michael Gottfried and Jacob Kirksey. The study consists of two analyses:
 - A state analysis in Colorado and Nevada, which had passed legislation requiring higher-poverty schools to serve Breakfast After the Bell.
 - A national analysis of young elementary school students that looked at access to breakfast served after the bell and in the classroom.

The Study: State Analysis Methods

- Scope: Colorado and Nevada state policy required certain schools (schools where 70% or more of students are eligible for free or reduced-price meals) to provide Breakfast After the Bell.
- Data Sources: CO and NV school-level chronic absenteeism data (U.S. Department of Education) and school breakfast administrative data (state agency) for school year 2013-2014 and 2015-2016
- Analysis: Regression Discontinuity Design and Difference-in-Differences



The Study: National Analysis Methods

- Scope: Nationally representative data on young elementary school students, some of whom had access to Breakfast in the Classroom.
- Data Source: Nationally representative student-level data on Kindergarteners and 1st Graders from the Early Childhood Longitudinal Survey (ECLS-K). Data originated in School Year 2010-2011 and was compared to 2011-2012
- Analysis: Difference-in-Differences



The Findings: Breakfast served after the bell can significantly reduce chronic absenteeism rates.

The State Research:

- Chronic absenteeism rates were on average 6 percentage points lower for schools that served Breakfast After the Bell
- Breakfast After the Bell was particularly helpful in reducing chronic absenteeism in elementary and rural schools.

The National Research:

- Chronic absenteeism rates were lower for schools that served Breakfast in the Classroom.
- Exploratory analysis found that Breakfast in the Classroom can improve reading test scores. Breakfast in the Classroom also has the potential to improve internalizing behaviors (anxiety, loneliness, low self-esteem, and sadness).



Serving breakfast after the bell can **reduce absenteeism by an average of**

6 percentage points

Silver Lining



Impact of Covid-19

- Widespread breakfast and lunch being served in the classroom
- Grant assistance is available to procure proper equipment
- Teachers have received training for BIC
- Custodial staff have adjusted to students eating in non-traditional areas
- Food manufacturers have stepped up to the challenge
- With waivers school breakfast is being provided for free for students
- Parents are able to see the benefits of school breakfast when they are picking up meals during curbside pick up

QUESTIONS AND DISCUSSION



MICRO-REPORT

Chronic Absenteeism

Breakfast After the Bell Can Significantly Reduce Chronic Absenteeism

New research shows that serving breakfast as part of the school day is a powerful tool in reducing chronic absenteeism among students.

Schools effectively help vulnerable children in the United States, from providing the lasting power of education to meals and necessary social services. Schools can only help students, however, if they show up.

Today, our schools are facing a crisis of chronic absenteeism: nearly 8 million students are missing at least three weeks of the school year, which equals 16% of all students in the United States. This problem starts earlier than you might think: approximately 3.5 million elementary school students are chronically absent each year.



Serving breakfast after the bell can **reduce absenteeism by an average of**

6 percentage points



Breakfast in the classroom is allowing kids to actually learn and focus. Because everyone can avail themselves of the free breakfast, there is no stigma about ‘you get breakfast and I don’t.’ We don’t have any of that. School breakfast has had a dramatically positive effect on my kids, their learning and the overall atmosphere of the school.”

NANCY BLOOM | Principal

This can lead to reduced student achievement, an increased likelihood of dropping out and a greater risk of becoming unemployed adults.

Schools across the nation today are focused on finding ways to reduce chronic absenteeism, but they may not realize they already have access to an effective, powerful tool – school breakfast. Traditionally, this meal is served before the school day begins, which means many students aren’t able to participate. New research, however, shows that when schools shift the time breakfast is served, making it a part of the school day, they can potentially see chronic absenteeism rates drop by an average of 6 percentage points.

Serving Breakfast After the Bell

The difficulties of getting children to school early are especially daunting for low-income parents, who are more likely to have limited transportation options and less flexible schedules. Those challenges are compounded by the stigma children face by being “one of the poor kids” eating in the cafeteria before the bell.

“ There’s a stigma attached to being hungry. Rather than ask for help or ask for food, students just don’t come to school. Our students’ reading levels are two grades below because they’ve missed so much school. But by serving breakfast in the classroom we’ve seen chronic absenteeism drop.”

CAMILA BARBOUR | Community Schools Manager

Making breakfast part of the school day, frequently called “Breakfast After the Bell,” directly addresses these problems. When schools change the way they serve the morning meal, participation increases – especially important for kids from low-income families.

Our new research shows that, in addition to feeding more hungry kids, Breakfast After the Bell programs can significantly reduce chronic absenteeism.

School Breakfast Can Significantly Reduce Chronic Absenteeism

The No Kid Hungry campaign commissioned a study examining whether serving breakfast after the bell as a regular part of the school day can reduce chronic absenteeism.

The study, conducted by researchers at the University of California Santa Barbara, consists of two analyses: 1) an analysis of two states – Colorado and Nevada – that required higher-poverty schools to serve breakfast as part of the school day; and 2) a national analysis of young elementary school students that looked at access to breakfast served after the bell in their classrooms.

The study shows that serving breakfast as part of the school day has the potential to decrease chronic absenteeism rates by an average of 6 percentage points.



Nearly
8 million
students
in the United States
are chronically absent
from school





The Findings

The state analysis focused on Nevada and Colorado, which passed state legislation requiring schools to provide breakfast after the bell if at least 70 percent of students were eligible for free or reduced-price meals. The research looked at whether the schools newly implementing Breakfast After the Bell programs experienced decreases in chronic absenteeism. These findings showed:

- On average, there was a 6 percentage point reduction in chronic absenteeism after schools adopted breakfast after the bell.
- For context, a school where 22% of students were chronically absent (the average for the schools affected by policy changes in Nevada and Colorado) could potentially see chronic absenteeism drop to 16% after implementing breakfast after the bell, holding all other factors constant.
- A smaller subset of schools saw an even more pronounced reduction in chronic absenteeism. Researchers compared schools that were narrowly included in the new requirement with ones narrowly excluded and found an average 9 percentage point reduction in the likelihood of chronic absenteeism.
- The research also found that Breakfast After the Bell programs are particularly helpful in reducing chronic absenteeism in elementary and rural schools.

The national analysis examined whether young elementary school students attending a school that served breakfast in the classroom (a specific approach to providing breakfast after the bell) experienced decreases in chronic absenteeism and improvements in other areas, including test scores and social-emotional development. These findings showed:

- There was a 4 percentage point reduction in the likelihood of chronic absenteeism.
- There was a 5 percentage point decrease in the number of days students were absent.
- Although the main focus of the study was absenteeism, exploratory analysis also found that students saw a 1.5 percentage point improvement in reading achievement.
- Exploratory analysis also found a 6 percentage point improvement in a scale measuring “internalizing behaviors,” where teachers were asked to answer questions about student anxiety, loneliness, low self-esteem and sadness.

The Bottom Line

School breakfast is often viewed as something separate from school performance, but these findings reinforce that it is intertwined with student success. As educators, community leaders and policymakers look for ways to ensure that students are nourished and successful in school, serving breakfast after the bell stands out as an effective approach.

Educators across the nation are experimenting with ways to improve student attendance. This study shows that serving breakfast as part of the school day has an effect comparable to other evidence-based interventions that are found to reduce absenteeism.



The No Kid Hungry Perspective

Breakfast After the Bell: A Matter of Equity



Replicable
and Scalable



Positive, with no
additional burden
on families



A key strategy in
the fight to end
childhood hunger

No Kid Hungry believes serving breakfast as a part of the school day is an effective way to build increased equity in schools. When all students start the day with breakfast, including those with the fewest resources and the highest hurdles to education, it can help level the playing field. Schools serving breakfast after the bell make sure more of their students have the morning nutrition they need for focus, attendance, health and emotional wellness.

No Kid Hungry Leading Partners

- Citi
- Grubhub

No Kid Hungry Breakfast Sponsors

- Kellogg's
- Amazon
- General Mills Foundation

Details & Methodology

The study was conducted by Professor Michael Gottfried, PhD, and his PhD student Jacob Kirksey, MA, leading education researchers from the University of California Santa Barbara. Below are details on the two analyses that comprised the study.

National Analysis

- **Scope:** A nationally representative sample of young elementary school students that included information on access to breakfast in the classroom, a particular approach to providing breakfast after the bell.
- **Data Source:** Nationally representative student-level data on Kindergarteners and 1st Graders from the Early Childhood Longitudinal Survey (ECLS-K). Data originated in School Year 2010-2011 and was compared to 2011-2012.

State Analysis

- **Scope:** Colorado and Nevada elementary, middle, and high schools. State policy required certain schools (those where 70 percent or more of students are eligible for free or reduced-price meals) to provide breakfast after the bell.
- **Data Sources:** Colorado and Nevada school-level chronic absenteeism data (United States Department of Education) and school breakfast administrative data (state agency) for School Year 2013-2014 and 2015-2016.

The detailed research brief is available on the No Kid Hungry Center for Best Practices site [here](#). For a PDF copy of the brief or the complete report, please contact Karen Wong of the No Kid Hungry Center for Best Practices: kwong@strength.org.