



East Lansing Board of Education

509 Burcham Drive, East Lansing, MI 48823

Regular Meeting
January 23, 2023 - 7:00 PM
Board Room
509 Burcham Drive
East Lansing, Michigan 48823



Agenda

I. Opening of Meeting

A. *Call to Order*

B. *Roll Call*

C. *Mission Statement: Nurturing Each Child, Educating All Students, Building World Citizens*

D. *Approval of Agenda*

Motion: The Board of Education approves the agenda of the January 23, 2023, regular meeting, as presented.

E. *Approval of Minutes*

Motion: The Board of Education approves the January 9, 2023, regular meeting minutes, as presented.

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II. Recognition

III. Student Representative Report

IV. Superintendent's Report

V. Consent Agenda

Motion: The Board of Education approves the consent agenda to include the following item:

A. Authorized Check Signers

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The Board of Education authorizes the following individuals to be authorized check signers:

1. Board of Education Treasurer, Debbie Walton

2. Superintendent, Dori Leyko

3. Director of Finance and Operations, Richard Pugh

VI. Public Comment: This is the opportunity to address the Board. Speakers are to confine their remarks to five minutes. If a speaker requires more than five minutes, after all other persons who have requested to speak during this part of the meeting have spoken, that speaker will be allowed additional time. The Superintendent or other district staff may comment to clear up or avoid significant

misunderstandings.

VII. **Action Items**

A. **Purchase and Installation of MMS/Elementary Classroom AV** **9**

Motion: The Board of Education approves the purchase of classroom AV hardware and installation from MOSS in the amount of \$692,049.58.

B. **New High School Course - "Exploring Education:"** **10**

Motion: The Board of Education approves the new high school course, "Exploring Education", as presented.

C. **Policy 5106 - Transgender Students Revision** **18**

Motion: The Board of Education approves the revisions to Policy 5106 - Transgender Students, as presented.

VIII. **Committee Reports**

- A. Academic and Technology Committee
- B. Facilities Committee
- C. Finance Committee
- D. Intergovernmental Relations
- E. Personnel Committee
- F. Policy Committee

IX. **Announcements**

X. **Adjournment**

Respectfully Submitted,

***Dori Leyko
Superintendent***

Regular (Organizational) Meeting
Monday, January 9, 2023 7:00 PM Eastern

Board Room
509 Burcham Drive
East Lansing, Michigan 48823

I. Opening of Meeting

I.A. Call to Order

Meeting was called to order by Superintendent Leyko at 7:00 pm.

I.B. Roll Call

Dr. Terah Chambers: Present

Ms. Amanda Cormier: Present

Dr. Kath Edsall: Present

Ms. Tali Faris-Hylen: Present

Ms. Monica Fink: Present

Dr. Elizabeth Lyons: Present

Ms. Debbie Walton: Present

Student Representatives:

Gabriel Benavides Absent

Alexander Mielock Absent

Ms. Dori Leyko Present

Present: 8. Absent: 2

I.C. Mission Statement: *Nurturing Each Child, Educating All Students, Building World Citizens*

I.D. Ceremonial Oath of Office by Newly Elected Board Members

I.D.1. Terah Chambers

I.D.2. Kath Edsall

I.D.3. Amanda Cormier

I.D.4. Tali Faris-Hylen

I.E. *Approval of Agenda*

Motion 22-23/052: The Board of Education approves the agenda of the January 9, 2023 regular meeting, as presented.

This motion, made by Dr. Kath Edsall and seconded by Ms. Debbie Walton, Passed.

Dr. Terah Chambers: Aye, Ms. Amanda Cormier: Aye, Dr. Kath Edsall: Aye, Ms. Tali Faris-Hylen: Aye, Ms. Monica Fink: Aye, Dr. Elizabeth Lyons: Aye, Ms. Debbie Walton: Aye

Aye: 7, Nay: 0

I.F. *Election of Officers*

Motion 22-23/053: The Board of Education approves the nominations of the following officers.

- I.F.1. Election of President – Kath Edsall
- I.F.2. Election of Vice President – Terah Chambers
- I.F.3. Election of Treasurer – Debbie Walton
- I.F.4. Election of Secretary – Elizabeth Lyons

This motion, made by Dr. Terah Chambers and seconded by Dr. Kath Edsall, Passed.

Dr. Terah Chambers: Aye, Ms. Amanda Cormier: Aye, Dr. Kath Edsall: Aye, Ms. Tali Faris-Hylen: Aye, Dr. Elizabeth Lyons: Aye, Ms. Debbie Walton: Aye, Ms. Monica Fink: Nay

Aye: 6, Nay: 1

Discussion followed

I.G. *Approval of Minutes*

Motion 22-23/054: The Board of Education approves the minutes of the December 12, 2022 regular meeting and December 15, 2022 special meeting, as presented.

- I.G.1. December 12, 2022, regular meeting
- I.G.2. December 15, 2022, special meeting

This motion, made by Ms. Debbie Walton and seconded by Dr. Elizabeth Lyons, Passed.

Ms. Amanda Cormier: Abstain (With Conflict), Ms. Tali Faris-Hylen: Abstain (With Conflict), Dr. Terah Chambers: Aye, Dr. Kath Edsall: Aye, Ms. Monica Fink: Aye, Dr. Elizabeth Lyons: Aye, Ms. Debbie Walton: Aye

Aye: 5, Nay: 0, Abstain (With Conflict): 2

II. Recognition

Trustee Walton reported:

- Collage was held this past weekend with over 500 students participating. A huge thank you to all the teachers involved in putting on Collage: Mr. Cadena, Mr. Rosin, Mr. Larzelere, Mr. Smith, Mr. Corbett, and Ms. Millard.
- The Greater Lansing Water Polo Dream Team and All-Area selections were announced.
 - Nathan Thayer made the Dream Team as co-goalie and was MWPA Honorable Mention for the All-West Region.
 - All-Area selections:
 - Seif Seif
 - Matt Thompson
 - Honorable Mentions
 - John Bellon
 - Johnny Swords

III. Student Representative Report

No report.

IV. Superintendent's Report

No report.

V. Consent Agenda

Motion 22-23/055: The Board of Education approves the consent agenda to include the following item:

V.A. Designation of Depositories

The Board of Education approves the following financial institutions in which District funds may be deposited.

- V.A.1. Comerica Bank
- V.A.2. Huntington National Bank
- V.A.3. Michigan Liquid Asset Fund (MILAF)

This motion, made by Dr. Terah Chambers and seconded by Dr. Elizabeth Lyons, Passed.

Dr. Terah Chambers: Aye, Ms. Amanda Cormier: Aye, Dr. Kath Edsall: Aye, Ms. Tali Faris-Hylen: Aye, Ms. Monica Fink: Aye, Dr. Elizabeth Lyons: Aye, Ms. Debbie Walton: Aye

Aye: 7, Nay: 0

VI. Public Comment

This is the opportunity to address the Board. Speakers are to confine their remarks to five minutes. If a speaker requires more than five minutes, after all other persons who have requested to speak during this part of the meeting have spoken, that speaker will be allowed additional time. The Superintendent or other district staff may comment to clear up or avoid significant misunderstandings.

- Dr. Nichole Biber - Outdoor learning
- Ludie Jones - School safety

VII. Action Items

VII.A. **2023 Schedule of Board of Education Meetings**

Motion 22-23/056: The Board of Education approves the schedule of meetings for 2023, as presented.

This motion, made by Dr. Terah Chambers and seconded by Ms. Debbie Walton, Passed.

Dr. Terah Chambers: Aye, Ms. Amanda Cormier: Aye, Dr. Kath Edsall: Aye, Ms. Tali Faris-Hylen: Aye, Ms. Monica Fink: Aye, Dr. Elizabeth Lyons: Aye, Ms. Debbie Walton: Aye

Aye: 7, Nay: 0

VII.B. **Religious and Cultural Calendar**

Motion 22-23/057: The Board of Education approves the 2023 - 2026 Religious and Cultural calendar, as presented.

This motion, made by Ms. Debbie Walton and seconded by Dr. Terah Chambers, Passed.

Dr. Terah Chambers: Aye, Ms. Amanda Cormier: Aye, Dr. Kath Edsall: Aye, Ms. Tali Faris-Hylen: Aye, Ms. Monica Fink: Aye, Dr. Elizabeth Lyons: Aye, Ms. Debbie Walton: Aye

Aye: 7, Nay: 0

VII.C. **2023 Roofing Bid**

Motion: 22-23/058: The Board of Education award the 2023 roof renovation bid to Single Ply Solutions in the amount of \$654,900.

Motion: 22-23/059: The Board of Education approve the roof construction management service fee to RS Consultants in the amount of \$30,550.

These motions, made by Ms. Debbie Walton and seconded by Dr. Elizabeth Lyons, Passed.

Dr. Terah Chambers: Aye, Ms. Amanda Cormier: Aye, Dr. Kath Edsall: Aye, Ms. Tali Faris-Hylen: Aye, Ms. Monica Fink: Aye, Dr. Elizabeth Lyons: Aye, Ms. Debbie Walton: Aye

Aye: 7, Nay: 0

VIII. Committee Reports

VIII.A. Academic and Technology Committee

- At the last meeting, there were presentations regarding upcoming curricular changes. These items are in Items of Information.

VIII.B. Facilities Committee

No report.

VIII.C. Finance Committee

No report.

VIII.D. Intergovernmental Relations

No report.

VIII.E. Personnel Committee

No report.

VIII.F. Policy Committee

- Revised Transgender Policy 5106 is in Items of Information and will come to the Board for action at the next meeting.

IX. Announcements

President Edsall:

- Committee assignments will be coming out soon. Please watch for an email from her to establish committees and chairs.

Superintendent Leyko:

- On January 16, the Martin Luther King Jr Commission will hold the 38th Annual Dr. Martin Luther King Jr. Day of Celebration. There will be a luncheon and presentation beginning at 11:00 at the Lansing Center. East Lansing Public Schools has two tables.
- There is no school on January 16 in observance of MLK, Jr Day.
- Items of Information: AV technology item. It only lists five elementary buildings because Robert L. Green received new AV equipment with the construction bond.

X. Adjournment

The meeting adjourned at 7:37 pm.

President

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Secretary



East Lansing
Public Schools

MEMORANDUM

TO: ELPS Board of Education, Dori Leyko, Superintendent

FROM: Richard Pugh, Director of Finance & Operations

SUBJECT: Consent Agenda Item – Authorized Check Signers

DATE: January 18, 2023

Recommendation:

It is recommended that the Board of Education authorize the following individuals to be authorized check signers:

- Board of Education Treasurer, Debbie Walton
- Superintendent, Dori Leyko
- Director of Finance and Operations, Richard Pugh

Background:

Annually, the District updates authorized check signers after the Board's organizational meeting. As in years past the authorized check signers are the Board Treasurer, Superintendent, and Director of Finance. The District's banking partner, Comerica Bank, will send an email to the above individuals and the Board of Education Secretary to sign applicable banking documents electronically.



509 Burcham Drive, East Lansing, MI 48823
Technology & Media Services Department
(517) 333-7418 Phone

East Lansing
Public Schools

January 12, 2023

To: Board of Education
From: Christian Palasty, Director of Technology & Media Services

Subj: ACTION ITEM – Purchase and Installation of MMS/Elementary Classroom AV

Motion: MOVE TO APPROVE THE PURCHASE OF CLASSROOM AV HARDWARE AND INSTALLATION FROM MOSS IN THE AMOUNT OF \$692,049.58

As part of the regular rotation schedule, which replenishes aging instructional technology hardware, we are planning to purchase and replace the classroom AV hardware inside the middle school and five of the elementary building classrooms (all but Robert L. Green).

The existing AV hardware in the aforementioned buildings was purchased with the 2012 Technology Bond and installed in 2013 with a few exceptions. We would like to replace the MacDonald Middle School hardware during the remainder of the 2023 fiscal year and replace the hardware in the five elementary buildings during the 2023-24 fiscal year.

We would like to accept the MOSS bid and proceed with the project. The cost for MacDonald Middle School alone is \$211,171.80 and will be funded from the district Sinking Fund for fiscal year 2022-23.

The remaining schools will be started in July 2023 and be funded from the Sinking Fund for fiscal year 2023-24. This project has been budgeted for per Richard Pugh.



East Lansing
Public Schools

MEMORANDUM

TO: East Lansing Board of Education

FROM: Glenn Mitcham, Assistant Superintendent

SUBJECT: New High School Course – Exploring Education – Board Action

DATE: January 20, 2023

Background:

The Michigan Legislature has recently approved funding that has produced an opportunity for high schools to offer a one-semester course for students to learn more about K-12 Education related careers. ELPS has taken advantage of this opportunity and offers the following proposal for board consideration.

“Exploring Education,” if approved, will be offered as an elective to ELHS students beginning next year. The course will take students through a series of learning objectives designed to help students achieve a deeper understanding of the teaching profession. This course will also include a field placement in which students will receive hands-on experience in a district classroom working with a mentor teacher.

Teaching materials for the course will be provided by the Michigan Department of Education. Our cost will be to provide a .2 FTE teaching position (one section each semester).

Please review the details of this course in the attached course outline. Feel free to direct any questions to me or members of last year’s Board Academic and Technology Committee – this committee received a presentation on this course last month.

Mr. Mitcham and representatives from the high school will be available to answer any questions for the board at the January 23 board meeting.

Recommendation:

The board of education approve the new high school course “Exploring Education” as presented.

Exploring Education

Course Outline*

East Lansing High School

Course Description:

Education Explore is a course created by Michigan Department of Education designed to raise high school student awareness of educational strategies, systems, and professions. This one semester elective course is for students in grades 9-12 and engages student learners in a study of student identity and the ways in which those identities are developed in learning communities. Students will examine issues that affect their own education, including personal and systemic influences. Through classroom assignments and real life field experiences at various levels, students will analyze teaching and learning practices as they receive mentorship and experiential learning. Students will use the course content and experiences to plan and prepare for their own educational pathways.

The course will be divided into 6 units and each unit will include a description, essential questions, learning objectives and a sequence of lessons with readings, activities, and assessments. The course will also include a field placement component where students will report to teacher mentors at various levels throughout the district for real life experiences in the field of education.

Course Units:

Unit 1: Cultivating Healthy Learning Communities

Unit 2: Exploring Culture and Identity

Unit 3: Striving for Equitable Educational Systems:

Unit 4: Developing Inclusive Teaching Practices

Unit 5: Understanding College Access

Unit 6: Reflecting on Clinical Experience

Course Objectives:

- CLO1: Identify elements of a healthy, inclusive and equitable learning community
- CLO2: Build a reflective practice that includes; observing, connecting, interpreting, and applying concepts to personal experiences and clinical experiences
- CLO3: Analyze core teaching practices in effective classrooms and how those practices can contribute to equitable student learning.
- CLO4: Apply concepts of culture to better explain the relationship between identity and learning in themselves, their peers, and their future students.
- CLO5: Describe and build relationships that are positive, affirming and empowering, with an understanding of how relationships impact student learning.
- CLO6: Evaluate an educator's role as an agent of change, advocate for justice or designer of opportunity
- CLO7: Explain varied aspects of learner differences and development to understand an individual's strengths, challenges and possible ways of supporting their learning and development.
- CLO8: Assess multiple instructional strategies to address individual student needs and differentiate instruction for a variety of learners.
- CLO9: Examine the roles and responsibilities of school systems and professionals in supporting the academic and social emotional needs of all learners.
- CLO10: Describe the preparation and development of educators in Michigan, including ethical expectations and key learning experiences before and after certification.
- CLO11: Recognize the role of goal setting, self-advocacy, and intrinsic motivation in the teaching and learning process.

Unit 1: Cultivating Healthy Learning Communities: Building a healthy learning community is vital to the success of any classroom. The emotional, physical, and social safety of class members becomes paramount when issues of culture, identity, educational equity, and learning to teach are at the heart of a course. Students need to feel a sense of belonging, a feeling that they are known, and that they know and can trust their classmates and educators. They need time and support to build these relationships. They need clear expectations for interactions, behavior, procedures, and academic work, and they need to know what happens when they do not meet these expectations. This unit draws on the experiences of students as members of diverse learning communities and is informed by readings, structured observations, and discussions. Although this unit occurs in the earliest days of the term to provide the foundation on which the school learning community is built, elements of this work may be revisited throughout the course as needed for the health of the community or as students experience other settings or new roles in their clinical placements

Unit 1: Essential Questions:

1. How do students and educators create a learning community that supports the success of individuals and the group?
2. How do students and teachers build an environment in which all learners feel welcome and valued?
3. What are the essential elements of a healthy learning community and how do they inform teaching practice?
4. How are relationships and routines indicators of a classroom culture?

Unit 1: Students will be able to...

- ULO1: Identify the essential elements of classroom culture, community, and environment: including relationships, expectations, rituals and routines
- ULO2: Explain how healthy learning communities support academic learning and social/emotional development
- ULO3: Analyze common responses to student behavior, their relationship to teacher beliefs, and their anticipated outcomes.
- ULO4: Develop a repertoire of strategies to build relationships, promote cooperation, enhance communication, and solve problems collaboratively
- ULO5: Articulate how educators consciously create a positive classroom environment for all learners, including: planning, teaching, developing, monitoring and reflecting
- ULO6: Describe the roles and responsibilities of school professionals that support healthy learning communities

Unit 1 Course Objectives:

- CLO1: Identify elements of a healthy, inclusive and equitable learning community
- CLO2: Build a reflective practice that includes; observing, connecting, interpreting, and applying concepts to personal experiences and clinical experiences
- CLO3: Analyze core teaching practices in effective classrooms and how those practices can contribute to equitable student learning.
- CLO4: Apply concepts of culture to better explain the relationship between identity and learning in themselves, their peers, and their future students.
- CLO5: Describe and build relationships that are positive, affirming and empowering, with an understanding of how relationships impact student learning.
- CLO6: Evaluate an educator's role as an agent of change, advocate for justice or designer of opportunity

Unit 2: Exploring Culture and Identity: This unit focuses on how learning and identity development occur in cultural contexts using a critical multicultural lens. It also supports you to explore your own cultural identity and consider the ways that your language, culture, and experiences can serve as assets. It offers you the language to identify potential biases and the tools to push back against them. You will expand your understanding of culture, educational equity, personal strengths, and integrate them with the unit's concepts and skills. Linking examples from your own or your family's lives to aspects of your own learning, you will analyze your identities as learners and teachers.

Unit 2: Essential Questions:

1. What is culture and how does it influence identity and learning?
2. What is my cultural identity and why does that matter for my education or career?
3. Why is it important for all teachers to understand their cultural identities?
4. How can teachers learn about culture from students?
5. How can teachers/ schools

Unit 2: Students will be able to...

- ULO1: Apply concepts of culture to better understand their peers, parents, and future students.
- ULO2: Describe their cultural identities, naming their funds of knowledge, and identifying potential biases they may possess.
- ULO3: Identify valuable contributions and input that all families, caregivers, and community stakeholders provide for learners.
- ULO4: Explain implicit biases and practice critical reflection to surface and address biases or assumptions that interfere with learning or teaching.
- ULO5: Use a variety of communication strategies that build supportive, respectful, and affirming relationships across differences.

Unit 2 Course Objectives:

- CLO3: Analyze core teaching practices in effective classrooms and how those practices can contribute to equitable student learning.
- CLO4: Apply concepts of culture to better explain the relationship between identity and learning in themselves, their peers, and their future students.
- CLO7: Explain varied aspects of learner differences and development to understand an individual's strengths, challenges, and possible ways of supporting their learning and development.
- CLO8: Assess multiple instructional strategies to address individual student needs and differentiate instruction for a variety of learners.

Unit 3: Striving for Equitable Educational Systems: This unit provides a broader cultural and political context to help students understand educational equity. The unit begins with an overview of the purposes, history, and landmark court decisions and legislation in educational rights cases. It examines how schools are funded and governed from federal to local control. These are presented as the broader ethical, political, and legal aspects of investigating educational opportunity as a foundation for students to consider how they play out in school and how their actions as students, future teachers, and community members can address educational equity. Students will learn to recognize educational equity and inequity, explore how existing laws and policies contribute to or disrupt educational inequities, and consider the impact on educator everyday practices and interactions. This unit follows an exploration of culture and identity that includes a focus on discrimination and bias and extends that focus by considering how these issues affect students' learning and development in schools.

Unit 3: Essential Questions:

1. What is the purpose of public schools in the USA?
2. What are historical and current theories about why school systems are designed for the success of some students and not others?
3. How can history, laws, policies, and collective action support educational equity and success for all students?
4. What historical perspectives, policy makers, or organizations might favor maintaining educational inequity and why?
5. How do laws and policies influence the everyday experiences of students and teachers in schools?

Unit 3 Students will be able to...

- ULO1: Explain how current commitments by some advocates to equity and inclusion are part of a long struggle for educational equity for all.
- ULO2: Describe opportunities for educators to address civil rights through policy and practice, by using historical references to civil rights issues in education.
- ULO3: Apply knowledge of how schools are governed at federal, state, local, school and classroom levels to identify possible avenues of action to address a current issue in education.
- ULO4: Identify ethical expectations for Michigan teachers and analyze them through an equity lens

Unit 3 Course Objectives:

- CLO2: Build a reflective practice that includes; observing, connecting, interpreting, and applying concepts to personal experiences and clinical experiences
- CLO3: Analyze core teaching practices in effective classrooms and how those practices can contribute to equitable student learning.
- CLO4: Apply concepts of culture to better explain the relationship between identity and learning in themselves, their peers, and their future students.
- CLO5: Describe and build relationships that are positive, affirming, and empowering, with an understanding of how relationships impact student learning.
- CLO6: Evaluate an educator's role as an agent of change, advocate for justice, or designer of opportunity
- CLO7: Explain varied aspects of learner differences and development to understand an individual's strengths, challenges and possible ways of supporting their learning and development.
- CLO8: Assess multiple instructional strategies to address individual student needs and differentiate instruction for a variety of learners.
- CLO9: Examine the roles and responsibilities of school systems and professionals in supporting the academic and social-emotional needs of all learners.

Unit 4: Developing Inclusive Teaching Practices: This unit builds on the foundation of learning students have done in the previous three units, focusing on Creating a Healthy Learning Community, Understanding Culture and Identity, and Investigating Educational Equity and Opportunity. Students will draw on knowledge of language acquisition, learning and development, learning differences and special needs to explore differentiated instruction and the diverse strategies to support all students to learn. This unit is best taught when students are involved in authentic work in classrooms with mentors that will support their inquiry into equitable and culturally relevant practices that offer all students a quality education.

Unit 4: Essential Questions:

1. How can teachers create a classroom that is respectful and responsive and supports academic achievement for all students
2. What strategies and methods are effective in supporting not only academic development but also the capacity to think critically and act autonomously?
3. How do we learn from our students, our practice and our colleagues?
4. How can we affirm and sustain students' identities, language, culture, and agency in the classroom?

Unit 4 Students will be able to...

- ULO1: Explain varied aspects of learner differences and development to understand an individual's strengths, challenges, and possible strategies for supporting their learning and development.
- ULO2: Identify a variety of strategies teachers use to promote full participation of all learners.
- ULO3: Monitor growth by using inquiry-based and reflective practices to design, monitor, and adapt practice
- ULO4: Describe the roles and responsibilities of school systems and professionals to support diverse learners and differentiated classroom instruction.
- ULO5: Analyze bias in educational materials to ensure equitable learning opportunities
- ULO6: Identify the roles and responsibilities of other building and district professionals in the PK-12 school system, including, but not limited to: early childhood specialist, school psychologist, social workers, occupational therapists, speech and language pathologists, physical therapists, school counselors, reading specialists, and bilingual or English-as-a-second language educators.

Unit 4 Course Objectives:

- CLO1: Identify elements of a healthy, inclusive and equitable learning community
- CLO3: Analyze core teaching practices in effective classrooms and how those practices can contribute to equitable student learning.
- CLO2: Build a reflective practice that includes; observing, connecting, interpreting, and applying concepts to personal experiences and clinical experiences
- CLO6: Evaluate an educator's role as an agent of change, advocate for justice, or designer of opportunity
- CLO7: Explain varied aspects of learner differences and development to understand an individual's strengths, challenges and possible ways of supporting their learning and development.
- CLO8: Assess multiple instructional strategies to address individual student needs and differentiate instruction for a variety of learners.
- CLO9: Examine the roles and responsibilities of school systems and professionals in supporting the academic and social-emotional needs of all learners.

Unit 5: Understanding College Access: All students will require support and advice to navigate the complex institutional and relational paths to pursue an education that leads to success in college, career, and life. This unit helps them to identify educational advocates and develop self-advocacy skills. Students will focus on motivation and goals and how those will translate to successful future learning. This unit helps students better understand the pathways to educational careers in Michigan and identify resources to support their pursuit of higher education.

Unit 5: Essential Questions:

1. How can students be prepared for success after high school and into college?
2. What is the role of higher education in meeting personal and professional goals?
3. How is being a learner now connected to future learning as a college student or professional?
4. How do students navigate the pathways to teaching, find advocates and sustain themselves?
5. Which colleges and universities in Michigan prepare teachers? How are they alike and different?
6. How do students know if their career goals are a good fit for their skills and interests?

Unit 5: Students will be able to...

ULO1: Identify and gather information to pursue educational and career goals, recognizing the connection between the two.

ULO2: Navigate online and in person resources and advocates who support students as they transition from high school, to college, to career.

ULO3: Outline the common features of teacher preparation programs, from admission to graduation.

ULO4: Apply educational terms like grow

Unit 5 Course Objectives:

CLO2: Build a reflective practice that includes; observing, connecting, interpreting, and applying concepts to personal experiences and clinical experiences

CLO10: Describe the preparation and development of educators in Michigan, including ethical expectations and key learning experiences before and after certification.

CLO11: Recognize the role of goal setting, self-advocacy, and intrinsic motivation in the teaching and learning process.

Unit 6: Reflecting on Clinical Experience: The Clinical Experience is designed to allow students to gain mentorship from a classroom teacher and hands-on opportunities to facilitate learning. Through guided observation and field notes, students will apply their learning in context and form initial thinking about effective teaching practice. Students will understand how an educator grows from a teacher candidate, to a novice teacher to a teacher leader and the role of reflection and feedback in professional growth. By expanding their knowledge of educational systems, students will begin to gain awareness about the roles that educators play in supporting learners in both pre-professional and professional contexts. This unit allows students to synthesize their learning across the course and demonstrate their professional growth.

Unit 6: Essential Questions:

1. How does a reflective practice influence a teaching practice?
2. How do teachers make decisions and problem-solve during class time?
3. How can feedback improve practice?
4. How do educators continue to grow as professionals over time?
5. What is the role of clinical experiences on the path to becoming an educator?

Unit 6 Students will be able to...

ULO1: Describe several phases in a teaching career and key professional learning experiences in each.

ULO2: Engage in ongoing professional learning opportunities (formal and informal) that strengthen their skills.

ULO3: Evaluate the effects of their professional and personal decisions and actions on learners, parents, and other professionals in the learning community.

ULO4: Use reflective practices to design, monitor, and adapt their skills and demonstrate professional growth.

ULO5: Justify the ethical expectations for Michigan educators as stated by the Michigan State Board of Education code of Ethics.

Unit 6: Course Objectives:

CLO2: Build a reflective practice that includes; observing, connecting, interpreting, and applying concepts to personal experiences and clinical experiences

CLO3: Analyze core teaching practices in effective classrooms and how those practices can contribute to equitable student learning.

CLO6: Evaluate an educator's role as an agent of change, advocate for justice, or designer of opportunity

CLO10: Describe the preparation and development of educators in Michigan, including ethical expectations and key learning experiences before and after certification.

****Course outline was created by
Michigan Department of Education's Future Proud Michigan Educator***

Series 5000: Students, Curriculum, and Academic Matters

5100 Student Rights

5106 *Transgender Students*

The Board recognizes that transgender students, nationally and in Michigan, are targeted with physical violence and experience a hostile school environment more frequently than their peers. Supportive environments that acknowledge and affirm a student's gender identity are a protective factor that improves health and educational outcomes.

The Board supports protecting the rights of all students to self-identify and use the name, pronouns, and facilities that correspond with their gender identity. The Board prohibits unlawful discrimination, bullying, and harassment on the basis of sex, which includes sexual orientation and gender identity. The Board further prohibits unlawful discrimination, bullying, and harassment on the basis of gender, gender identity, gender expression, or gender-based stereotypes pursuant to Title IX of the Education Amendments of 1972.

A. Definitions

1. "Gender" means a set of social, physical, psychological and emotional traits, often influenced by societal expectations and a person's sexual and reproductive anatomy that classify an individual as a woman, a girl, a man, a boy, non-binary or other.
2. "Gender Identity" means a person's internal sense or psychological knowledge of their own gender. A person's gender identity may or may not be influenced by their sex or gender assigned at birth. Gender identities may include, man/boy, woman/girl, androgenous, transgender, genderqueer and many others, or a combination thereof.
3. "Gender Expression" means the multiple ways in which a person represents or expresses gender to themselves and others, often through one's name, pronouns, behavior, clothing, haircut, activities, voice, and other distinctive cultural markers of gender, and which may or may not conform to socially defined behaviors and characteristics typically associated with being masculine or feminine.
4. "Gender Neutral" means not gendered, usually operating outside the male/female binary, and may refer to language (e.g., pronouns), spaces (e.g., bathrooms), or identities.
5. "Transgender" means a person whose gender identity is different from their sex assigned at birth.
6. "Cisgender" means a person whose gender identity aligns with the sex assigned at birth.

7. “Gender Nonconforming” includes people whose gender identity or expression does not conform to the stereotypical expectations of the sex they were assigned at birth. People who identify as Gender Nonconforming may or may not also identify as Transgender.
8. “Gender-fluid” means a person who does not identify with a single fixed gender and whose identification and presentation may shift, whether within or outside of the male/female binary.
9. “Nonbinary” includes people who do not identify with the binary concepts of man/woman or masculine/ feminine. Not all Transgender people identify as Nonbinary. Other genders that may be included under the nonbinary umbrella are Genderqueer, Gender-fluid, and Agender.
10. “Pronouns” means the pronoun or set of pronouns by which a person would like others to call them when their proper name is not being used. Traditional examples include “she/her/hers” or “he/him/his.” Some people prefer Gender Neutral pronouns such as “they/them/theirs.” Some people prefer no pronouns at all.

B. Unlawful Discrimination, Harassment, and Bullying

If a District employee receives a verbal, written, or electronic report of, witnesses, or otherwise directly or indirectly has notice that a student has experienced discrimination, harassment, or bullying based on a student’s actual or perceived gender, gender identity, or gender expression, in violation of this Policy, the staff member must promptly report the alleged misconduct pursuant to the District’s unlawful discrimination and harassment policies.

If a student receives a verbal, written, or electronic report of, witnesses, or otherwise directly or indirectly has notice there has been an incident of discrimination, harassment, or bullying based on a student’s actual or perceived gender, gender identity, or gender expression in violation of this Policy, the student is encouraged to promptly report such incident pursuant to the District’s unlawful discrimination and harassment policies.

Complaints alleging unlawful discrimination, harassment, or bullying based on a person’s actual or perceived gender, gender identity, or gender expression must be taken seriously and handled pursuant to the District’s unlawful discrimination and harassment policies.

C. Initial Notification

The person best suited to determine a student’s Gender Identity is the individual student. A student is not required to present legal or medical documentation of a gender transition when the student notifies the District of his, her, or their Gender Identity, chosen name, or pronouns.

Once a student or the student's parent/guardian notifies the District of the student's Gender Identity, the District will meet with the student and his/her/their support team as defined by the student to discuss whether the student requires any accommodations or supports at school and how any needed supports will be communicated to staff and students. The District will ensure that all staff engage in reasonable and good faith efforts to address the student by the student's chosen name and pronouns.

The nature and type of supports the student may need at school may vary depending on the student's age, grade level, abilities, family situation, and other factors. Any determination made about accommodations and supports for the student at school will take into account the student's preferences, the parent(s)'s preferences, if appropriate, input from staff, and the most recent guidance from the U.S. Department of Education and the Michigan State Board of Education.

The District will develop a Gender Support Plan to address the student's particular circumstances or needs. A Gender Support Plan will be reviewed and modified at any time at parent or student request.

A Gender Support Plan may, but is not required to, include a Gender Communication Plan, detailing how the District, the parents, and the student will communicate any changes related to the student's gender with appropriate members of the school community. If a Gender Support Plan does not include a Gender Communication Plan, the District will ensure that all staff engage in reasonable and good faith efforts to address the student by their chosen name and pronouns.

A student may not have informed parents of the student's Gender Identity. In that situation, disclosure to a student's parents should be carefully considered on a case-by case basis. Administrators should involve the school counselor or social worker and consider the health, safety, and well-being of the student, as well as the school's responsibility to keep parents informed, before making any disclosure.

D. Student Records

Upon request, if a student's Gender Identity requires changes to student records, the District will make the following changes, regardless of whether the student has sought a legal name change, or taken other legal or medical action to include updating the District's information systems, email addresses, class rosters, and diplomas.

The District will comply with requests to amend a former student's secondary educational records, including diplomas and transcripts, after graduation, to ensure that those requesting records (e.g., college admissions office or potential employers) will only see the name and gender marker corresponding to the student's gender identity, when legally allowed.

E. Student Privacy

A student's birth name and sex assigned at birth, or the fact that those differ from the student's chosen name and pronouns is confidential information that constitutes personally identifiable information under the Family Educational Rights and Privacy Act. The District will ensure that any information relating to a student's Gender Identity or Gender Expression is kept confidential in accordance with applicable state, local, and federal privacy laws.

Unless required by law, District staff will not disclose information, without appropriate consent, that may reveal a student's birth name or sex assigned at birth, or that those differ from the student's chosen name and pronouns to third parties including, but not limited to, other parents, community members or other school staff.

F. Restroom and Locker Room Access

Upon request, students will have access to the facilities that correspond with their gender identity and may also choose to use single-user or gender-neutral restrooms.

The District will not force or coerce a student to use a sex-segregated facility that does not correspond with the student's Gender Identity.

Alternative and non-stigmatizing options, like gender-neutral or single-user restrooms will be made available to all students who request them.

G. Staff Training

The District will incorporate training on this Policy into the District's training on responding to and investigating unlawful discrimination and harassment. The Superintendent or designee will ensure that District personnel are notified of mandatory training sessions.

Legal authority: MCL 380.1310b; 20 USC 1232g; 20 USC 1681 et seq.; 20 USC 7151; Policy No. 5207 (Bullying); Policy No. 5202 (Discriminatory Harassment of Students); Policy No. 3118 (Title IX Sexual Harassment)

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Date revised: