



WAVERLY
COMMUNITY SCHOOLS
Pride. Tradition. Excellence.

Waverly Community Schools

Regular Meeting

Monday, April 16, 2018 6:30 PM

Agenda of Regular Meeting

The Board of Education Waverly Community Schools

A Regular Meeting of the Board of Education of Waverly Community Schools will be held April 16, 2018, beginning at 6:30 PM in the Board Room, 515 Snow Road, Lansing, MI.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

- I. Call to Order and Pledge to the Flag - President Britt Slocum
- II. Special Presentations
 - A. Instructional Technology Presentation - Andrew Shauver
 - B. Elmwood Elementary School Instructional Report - Tim Lyman, Principal 4
 - C. Waverly High School Instructional Report - Chris Huff, Principal 13
 - D. Alternative Education Report
- III. Correspondence
- IV. Public Comment
- V. Student Representative Report
- VI. Board Member Comment
- VII. Adoption of Agenda
- VIII. ***Approval of Minutes 21
- IX. Presentation of Reports
 - A. Advisory Committee Reports
 - 1. Personnel & Policy - Member Nester
 - 2. Finance & Facilities - Member Wright
 - a. Windemere View Adhoc Committee - Member Jones
 - 3. Teaching & Learning - Member Sherry
 - 4. Sinking Fund - Member Sherry
 - 5. Marketing & Communications - Member Witwer
 - B. Personnel & Policy
 - 1. ***Recommendation to approve Report #17-59 , Personnel Report 27
 - 2. For Discussion - Policy & Bylaw - First Reading - Report #17-60 28
 - C. Finance & Facilities

1. Recommendation to approve Report #17-61, Business Services Agreement with Ingham ISD.	87
2. ***Recommendation to approve Report #17-62 - Finance Report	96
3. Recommendation to approve Report #17-63 - Section 125 Plan Changes	102
D. Other	
1. Recommendation to approve Report #17-64 - Extended Field Trip	107
2. Recommendation to approve Report #17-65 - Ingham ISD - General Education Fund 2018-2019 Proposed Budget	113
X. Superintendent's Report	
XI. Other Board Business	
XII. Adjournment	
XIII. ***Denotes Consent Agenda	

Elmwood Elementary School

2017-2018 School Year Board Report

April 16, 2018

Relationships

- The three most important things in education...
 - George Couros - Innovator's Mindset

Relationships - Students

- Girls on the Run
- Porcupine Challenge
- Family Breakfasts (Fall and Spring)
- 3rd and 4th grade Satellite Choir

Relationships - Families

- Family Breakfasts (Spring and Fall)
- Elmwood Ball
- Family Bowling Night
- End of Year Community Event
- Facebook Community Page - #elmwoodUP, #waverlyelmwood

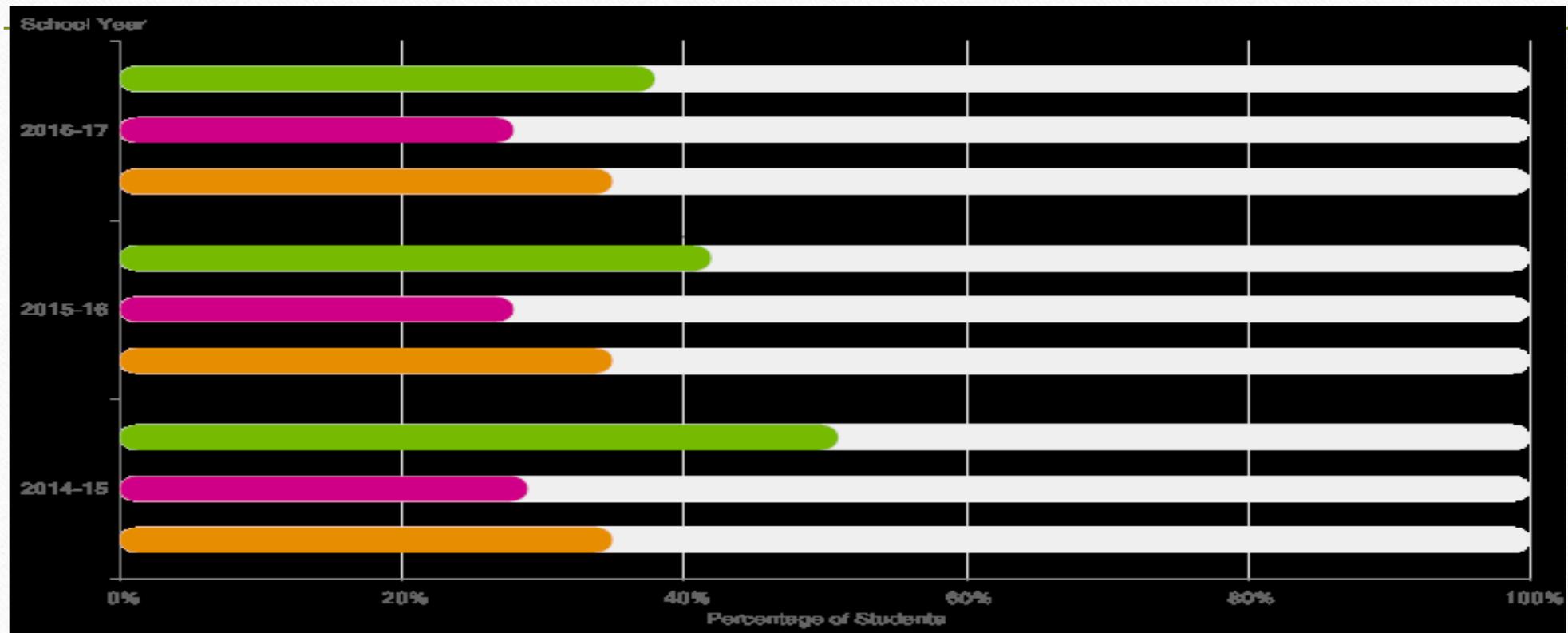
Relationships - Staff

- Shout out board
- Food
- Committee Work – Culture Club

MTSS/PBIS

- Intervention Blocks
- Interventionists
- PBIS Work and Coaches and Team
- Following the system – Student support through PBIS
- Respect Circles

M-STEP Overall Results



M-Step Results by Subject

M-Step	Elmwood	State	Elmwood	State	Elmwood	State
3 rd Grade	ELA		Math		Science	
2017	48%	44%	43%	47%		
2016	60%	46%	42%	45%		
2015	66%	50%	59%	49%		
4 th Grade						
2017	44%	44%	44%	35%	7%	14%
2016	59%	46%	47%	44%	3%	15%
2015	66%	47%	60%	41%	9%	12%

WHAT ARE WE DOING?

- Instructional Coach
 - Strengthening the Core
- Assessment
 - Triangulating data -
- PBIS
 - Teaching behavior expectations – Fewer disruptions equals more teaching and learning
- Interventions
 - ELA



WAVERLY

COMMUNITY SCHOOLS

Pride. Tradition. Excellence.

13

Instructional Highlight- WHS

4-16-18



WHS Assessment Results

Class of	PSAT 9	PSAT 10	SAT	Social Studies MSTEP	Science MSTEP
2021	4-11-18	?	?	?	?
2020	832	4-10-18	?	?	?
2019	798	871	4-10-18	4-17-18	4-17-18
2018	-	883	939	36%	17%
2017	-	-	923.9	32%	16%
2016	-	-	-	26%	15%

14

New indicator: School Index



Overview

Overall Index

64.82

[View More](#)



Support Category



Growth Overview

Component Index

52.19

[View More](#)



Proficiency Overview

Component Index

53.63

[View More](#)



Graduation Rate Overview

Component Index

90.48

[View More](#)



English Learner Progress Overview

Component Index

84.37

[View More](#)



School Quality and Student Success Overview

Component Index

80.38

[View More](#)



Assessment Participation Overview

Component Index

99.84

[View More](#)

15

Totally Subjective Indicators



Waverly Senior High School Rankings

Niche ranks nearly 100,000 schools and districts based on statistics and millions of opinions from students and parents.

Most Diverse Public High Schools in Michigan

#4 of 1,063

Best College Prep Public High Schools in Michigan

#111 of 618

Best Public High Schools in Michigan

#225 of 691

Top 0.3%

Top 18%

Top 32%



Results from PRIDE

All A's and B's: 27%
(19% prior to PRIDE period being implemented)

1 or more F or NC: 24.5%
(26% prior to PRIDE period being implemented)

2 or more F or NC: 15.8%
(18% prior to PRIDE period being implemented)



WHS: a place for everyone

- Anime Club
- Asian Pacific-Islander Awareness Club
- Black Student Union
- Chess Club
- Interact
- Latinos Unidos
- Model United Nations
- National Honor Society
- Students For Environmental Awareness
- Debate
- Spanish Honor Society
- French Honor Society
- Student Government
- Tech Society
- Quiz Bowl
- French Club
- LGBTQ+
- Robotics
- College Ambassadors
- Global Ambassadors
- K-Wave

174 New Students 17-18

Enrollment 1100+

202 8th Graders end of 16-17

295 9th Graders start of 17-18



Delayed Start Initiatives

Professional Learning Communities

- **SAT/PSAT:** Structuring Testing for best results, analyze data
- **PBIS Tier 1:** Whole-School behavior expectations and incentive systems
- **Ed Technology:** Google Classroom & Formative Assessment methods
- **Inclusion:** Linking Gen Ed and Special Ed student experiences
- **Performing Arts:** Promoting the arts and healthy lifestyle
- **Global Learning:** Helping students to become globally competent
- **Science Curriculum Alignment:** Re-structuring course offerings and NGSS-ifying pedagogy

WHS: World Class!



20

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR MEETING
March 19, 2018**

Opening of Meeting

The regular meeting of the Waverly Community Schools Board of Education was called to order by President Britt Slocum at 6:30 p.m. in the Waverly Administrative Center, 515 Snow Road, Lansing, Michigan.

Members Present: Mr. Britt Slocum, President
Mrs. Angela Witwer, Vice President
Mrs. Mary Ann Martin, Secretary
Mr. Calvin L. Jones, Trustee
Mrs. Holly Nester, Trustee
Mrs. Melissa Sherry, Vice Secretary-Treasurer
Mr. Alan Wright, Treasurer

Student Rep. Brina Williams, Absent

Staff Present: Mrs. Kelly Blake, Superintendent &
Director of Teaching and Learning
Mrs. Susan Friend, Director of Personnel
Patty Roost
Chris Huff
Vickie Tisdale
Helene McNeilly
Shawn Talifarro
Molly Francis
Theresa Collette-Such
Mike Moreno
Evan Nuffer
Tiffany Wright
Jenny Baird
Aileen Meyer
Johanna Germain
Dani Gimm-Bergh

Pledge of Allegiance

The Pledge of Allegiance was led by Colt Staff – Dani, Johanna & Jenny.

Special Presentation

Colt Instructional Report – Shawn Talifarro, Principal
Waverly Middle School Instructional Report – Mike Moreno, Principal

Correspondence

Secretary Martin reported there was none.

Public Comment

None

Student Representative Report – Brina Williams

No Report - Absent.

Board Member Comment

Member Nester – Expected Behavior works very well. PBIS meeting for Board Members in April. Member Nester is going, anyone else can sign up too.

Member Jones – Thank you to both Principals for their board reports. Mike, I can't wait to see the blue turkey. Member Jones went to a Google event and online marketing class @ LCC. Member Jones made mention that the "Life" section of the Lansing State Journal had an article about Waverly 2014 Graduate, Rachel Curtis and said that she auditioned in Chicago for "American Idol". She has a website created rachelcurtis.com that you can follow her journey on. Member Jones also wanted to thank the Waverly students for a peaceful demonstration.

Member Sherry – I echo Calvin's comments. She is incredible, speaking about Rachel Curtis. Member Sherry also thanked the presenters tonight and said that the high school did a great job with World Language week.

Member Wright – Nothing to add!

Member Witwer – Enjoyed the speakers tonight. Member Witwer reminded the B.O.E. that there is a Marketing & Communications meeting at the MASB on May 17th that they should think about attending. Member Witwer will be visiting Waverly East tomorrow and looking forward to it.

Member Martin – Went to the boys basketball game in Haslett. She is very proud of our team, even when losing they were very respectful. Member Martin also went to the spring musical, Xanadu and said it was great. Member Martin also wanted to thank all of our presenters tonight and saw the article in the LSJ about Rachel Curtis.

Member Slocum – Had a question for Principal Moreno about the reduction in the amount of discipline there has been at the middle school. He wanted to know if there were one or two things that seem to be driving that number down? Principal Moreno commented that it is the blue turkey, it is making sure that they communicate to the students what is expected of them. Along with that using the restorative justice as a conflict resolution program. Having that discussion between teachers and students to discuss things before they escalate. Principal Moreno also mentioned that they have seen a 50% reduction in incidents also. Member Slocum asked what is restorative justice. Principal Moreno explained that it is a conflict resolution program, trained facilitators sit down with students and they both share their feelings of why they got fired up and put them back together so they can go on with their day.

Member Slocum said Ditto everyone else. Great presentations tonight. Member Slocum was sorry he had to miss Xanadu. Sometimes work gets in the way. He did mention that he made it to see the Robotics team run by teacher Jeffrey Parks, and he is now sponsor #17. There are a lot of great things going on with Robotics. They have a competition in Mason on Saturday, March 24th.

Adoption of Agenda

Kelly Blake, Superintendent recommends the adoption of the Agenda.

A motion was presented by Member Martin and supported by Member Nester.

Discussion: None

MOTION: The Board of Education approve the agenda as presented.

Motion carried. VOTE: AYES – 7; NAYS – 0

******Approval of Minutes***

The minutes of the special meeting of February 6th, 2018 and the regular meeting of February 26th, 2018 were approved as presented.

Advisory Committee Reports

Personnel and Policy Advisory Committee – Member Nester – No report at this time.

Finance and Facilities Advisory Committee - Member Wright – No report at this time.

Windemere View Adhoc Sub-Committee – Member Jones – If this is approved tonight for the demolition company, the first step they will be doing is fencing and then removing any environmental materials. The community will be made aware “In Advance” of the demolition activity. Evan Nuffer spoke up and said it won’t be demolished in June we will be growing grass by June!

Teaching & Learning Committee - Member Sherry – No report at this time.

Marketing & Communications Committee – Member Witwer – No report at this time.

Sinking Fund Committee – Member Sherry – No report at this time.

Personnel Report – Report #17-53 – For Action

The Board of Education approved the employment (**Administration**) of: Dr. Lara Slee, (Director of Teaching & Learning); the employment (**Non-Certified**) of: Kaylee Finney,(Parapro - WMS/Colt); Ivy Morey, (Parapro - Colt); Tedr Collins, (Parapro – Colt; Demetreon Young (Class C Custodian – WHS); the transfer (Non-Certified) of: MaShaun Trossel, (from Bus Driver to Trans./Maintenance Admin. Asst.); and the Retirement (**Certified**) of: Kathy McDaniels, (WHS Math Teacher) effective 6/30/2018.

Bylaws – Second Reading – Report #17-54 – For Action

Motion was made by Member Jones and supported by Member Witwer to adopt report #17-54 as presented with no changes.

Discussion: This may have to come up for a third reading. No one else really talked about this or made any other changes to it. Member Slocum said that he sees no reason to change anything in this group of Bylaws. Member Slocum asked if anyone else had anything else to add here....

Member Witwer asked what is going on with the Policy to remove the language that people can't contact us without getting in trouble? Superintendent Blake spoke up and said that will need to be discussed when the Policy committee meets again. Member Witwer asked when that will happen because they have been talking about it for a quarter now. She is concerned about 123.A because it says "Maintain two-way communication with citizens of the district. We have very few if any opportunities to have that two-way communication.

Member Sherry – voiced her concern about having to answer questions right away at the board table and not being prepared. Or walking out of a meeting and having a microphone and camera shoved in your face to make a comment about something and not being prepared. She had several very valid points.

Member Witwer said then maybe we could have a quarterly or bi-annual meeting like a forum or coffee to answer some of the questions that they are asking.

Member Slocum said that they will be doing a board self-evaluation right after graduation this year. That would be a good time to discuss amongst themselves some of the things that they are and aren't doing.

Member Martin – So are you saying that the things that are typed and written in, we are just going to use for our own information and leave everything the way it has been?

Member Slocum – Yes, because these are more like suggestions and behaviors as opposed to changing any language. They need to stay as they are because they are state law. So there are no changes in these Bylaws.

Motion passed. VOTE: AYES – 7; NAYS – 0

Finance & Facilities Report – Report #17-55 – For Action

The Finance Report was approved as presented.

Recommendation to approve Report #17-56 – Contract with Roofing Inovations of DeWitt, for Elmwood Roof Project

The Board of Education approved the contract with Roofing Inovations of DeWitt, for the Elmwood Roof Project. A motion was made by Member and supported by Member.

Discussion:

Motion passed. VOTE: AYES – 7; NAYS – 0

Recommendation to approve Report #17-57, Contract for Melching Inc. for demolition of Windemere View Elementary School.

The Board of Education approved the Contract for Melching Inc. for demolition of Windemere View Elementary School as written.

A motion was made by Member Nester and supported by Member Jones.

Discussion: There were 10 bids that came in. Evan checked references and they will be doing everything environmentally friendly. Superintendent Blake made comment that the neighbors would be notified about a fence going up and Hazardous Materials being removed if the recommendation passes.

Motion passed. Vote: AYES – 7; NAYS – 0

Recommendation to approve Report #17-58, 2018-2019 Limited Schools of Choice.

The Board of Education approved report #17-58, the 2018-2019 Limited Schools of Choice starting May 14th, 2018 and closing on June 12th, 2018.

A motion was made by Member Martin and supported by Member Wright.

Motion passed. Vote: AAYS – 7; NAYS – 0

Superintendent's Report –

- We have another retirement for this year and we have a very nice letter, that I put a copy of in your folders, from Kathy McDaniels. She is a teacher at the high school.
- We have a new Director of Teaching & Learning her name is Dr. Lara Slee and she is from Ingham ISD and has been their PBIS Coach and she will be starting April 25th.
- Superintendent Blake had a letter to share from the Michigan Schools Business Officials. It is my pleasure to announce that Kyle Scriptor has met the requirements and has earned the Facilities Director Certification. It took him quite a while to achieve this and the certification is for 5 years.
- We had a luncheon today for our whole office because everybody played a part in helping with online enrollment and putting in a lot of extra time getting this ready. We are working out the bugs, but it is going to be really good, a lot less paper and a lot more green.
- Superintendent Blake went to see Xanadu and it was very good.
- Every school has been celebrating March is Reading Month in their own unique way.
- Colt had Kindergarten Round up last week.
- We had our annual Title I parent meeting at Winans last week, which was very well attended compared to past years.
- Spring sports practice started last Monday.

- Superintendent Blake was very proud of our students in how they handled the walk out. WHS students were very organized. They followed directions and there weren't any problems.

Public Comment - None

Other Board Business - None

Regular Meeting adjourned @ 8:01 pm.

Respectfully submitted,

Mary Ann Martin, Secretary
par

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR MEETING
April 16, 2018**

Report #17-59

Subject: Personnel Report**

A. Employment – Certified
Name Position Step/Salary Effective

B. Employment – Non-Certified
Name Position Salary Effective
Ann Marie Lindsay Human Resources Specialist \$52,000 4/11/18

C. Transfer – Certified
Name From Position To Position Effective
Michelle Debrabander Winans PE Teacher Interim Winans Asst. Principal
Through June 2018 4/16/18

D. Transfer – Non-Certified
Name From Position To Position Effective

E. Resignation – Certified
Name From Position Reason Effective
Laurel Trombly WMS Teacher Personal 3/9/18

F. Resignation – Non-Certified
Name From Position Reason Effective
Brenda Emmert MS Food Service Worker Retirement 5/31/18
Denise Boughton MS Food Service Worker Retirement 6/8/18

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR BOARD MEETING
April 16, 2018**

Report #17-60

FOR FUTURE ACTION

Subject: POLICY – First Reading

Recommendation:

The Superintendent recommends the Board of Education review the policy updates listed below at first reading.

Volume 32, No. 1

New Policy 1421	Criminal History Record Check
New Policy 1439	Administrator Discipline
New Policy 2410	Prohibition of Referral or Assistance
Revised Policy 2414	Reproductive Health and Family Planning
New Policy 2418	Sex Education
Revised Policy 3121	Criminal History Record Check
Revised Policy 3139	Staff Discipline
Revised Policy 4121	Criminal History Record Check
Revised Policy 4139	Staff Discipline
Revised Policy 8142	Criminal History Record Check
Revised Policy 8321	Criminal Justice Information Security
Revised Policy 7540.03	Student Technology Acceptable use and Safety
Revised Policy 7540.04	Staff Technology Acceptable use and Safety
Revised Policy 7540.05	District-Issued Staff E-Mail Account
New Policy 7540.06	District-Issued Student E-Mail Account

Policy/Forms

Revised	Thrun – Student Discipline Package
---------	------------------------------------

Bylaws

Revise Bylaw 166.2	Meeting Format
--------------------	----------------

Waverly Community Schools

Bylaws & Policies

0160 - MEETINGS

0166.2 **Meeting Format**

Regularly Scheduled Meetings

Each agenda shall be constructed to provide an orderly method of conducting the business of the District so that the community and staff are made aware of problems, alternatives, and solutions. Full community information, input and interest are essential to the successful operation of this District.

Order of Business:

- A. Call to Order and pledge to the flag – President
- B. Special Presentation – Invited
- C. Correspondence – Secretary
- D. Public Comment
- E. Student Representative Report
- F. Board Member Comment
- G. Adoption of the Meeting Agenda
- H. Approval of Minutes
- I. Presentation of Reports
- J. Superintendent's Report

|

~~K.~~ [Public Comment](#)

L. Other Board Business

M. Adjournment

Revised 9/10/07

**Waverly Community Schools
Student Discipline Policy Packet Contents**

[Draft Board Policy](#)..... Section 1

[Checklist of Factors to Consider Before Suspending/Expelling](#) Section 2

[Victim-Offender Conference Sample Agreement](#) Section 3

[Letter to Parent: Superintendent Hearing Referral](#)..... Section 4

[Letter to Parent: Board Hearing Referral](#) Section 5

[Recommended Board Motion and Minutes Language](#)..... Section 6

[Board Resolution: Possession of a Weapon in a Weapon-Free School Zone](#) Section 7

[Board Resolution: Possession of a Weapon \(other than firearm\)](#)..... Section 8

[Board Resolution: Physical Assault Against Employee/Volunteer/Contractor](#) Section 9

[Board Resolution: Physical Assault Against Student](#)..... Section 10

[Board Resolution: Bomb Threat/Similar Threat](#) Section 11

[Board Resolution: Arson or Criminal Sexual Conduct on School Property](#) Section 12

[Board Resolution: Other Offenses](#)..... Section 13

[Letter to Parent Following Superintendent Hearing](#)..... Section 14

[Letter to Parent Following Board Hearing](#) Section 15

[Letter to County Department of Human Services/Community Mental Health](#).... Section 16

[Board Resolution Appointing Reinstatement Committee](#) Section 17

[Letter to Parent: Receipt of Reinstatement Petition](#) Section 18

[Board Resolution: Reinstatement of an Expelled Student](#) Section 19

[Letter to Parent: Reinstatement Decision](#)..... Section 20

[Hearing Rights and Procedures](#) Section 21

Waverly Community Schools Board Policy

Student Discipline – Generally

It is the Board’s policy to provide students and staff with a safe learning environment free from substantial disruption. Consistent with this policy, the District may discipline students who engage in misconduct. Discipline may, but need not, include suspension or expulsion from school.

It is the Board’s policy that students should rarely be suspended or expelled from school and that steps should be taken to minimize occurrences of suspension and expulsion. It is further the Board’s policy to comply with all applicable state and federal laws related to student discipline.

It is the Board’s expectation that this Board Policy, especially those provisions that require consideration of specific factors and the possibility of restorative practices before suspending or expelling a student, will reduce the number of out-of-school suspensions that exceed 10 days and the number of expulsions.

This Board Policy applies to all student conduct that occurs: (1) on school property; (2) at a school-sponsored or school-related event; (3) on the school bus; (4) traveling to or from school, including at a school bus stop; and (5) at any other time or place if the conduct has a direct nexus to the school environment.

Student Code of Conduct

The Board directs the Superintendent to develop and regularly update a student code of conduct. The student code of conduct must: (1) identify offenses that may result in discipline; (2) identify the possible disciplinary consequences for each offense, which may, but need not, include suspension or expulsion; (3) be consistent with Board policy and applicable state and federal laws, including laws requiring mandatory suspension or expulsion; and (4) include a copy of the section of this Board Policy entitled “Suspension from Class, Subject, or Activity by Teacher.”

Definitions

For purposes of this Board Policy:

- “Suspend” or “Suspension” means a disciplinary removal from school for less than 60 school days.
- “Expel” or “Expulsion” means a disciplinary removal from school for 60 or more school days.
- “Restorative practices” means practices that emphasize repairing the harm to the victim and the school community caused by a student’s misconduct.

Restorative Practices

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

A victim-offender conference is one type of restorative practice. Although not mandatory, a victim-offender conference allows the offender to repair harm caused to the victim through a formal, safe conference that includes the victim, a victim advocate, supporters of the victim, the offender, supporters of the offender, and other relevant members of the school community. A victim-offender conference must be initiated by the victim and, if the

victim is under 15, must be approved by the victim's parent/guardian. The attendees may require the offender to do one or more of the following: (1) apologize; (2) participate in community service, restoration, or counseling; or (3) pay restitution. The selected consequences will be described in a written agreement signed by all attendees and must identify the time frame for the offender to complete the consequences. No person who claims to be the victim of unlawful harassment may be compelled to meet with the alleged perpetrator of the harassment as part of a restorative practice.

Suspension from Class, Subject, or Activity by Teacher

A teacher may suspend a student from any class, subject, or activity for up to one full school day if the teacher has good reason to believe that the student: (1) intentionally disrupted the class, subject, or activity; (2) jeopardized the health or safety of any of the other participants in the class, subject, or activity; or (3) was insubordinate during the class, subject, or activity. Before suspending a student from a class, subject, or activity, a teacher must first determine whether suspension is warranted based on the following factors:

- The student's age;
- The student's disciplinary history;
- Whether the student has a disability;
- The seriousness of the behavior;
- Whether the behavior posed a safety risk;
- Whether restorative practices are a better option; and
- Whether lesser interventions would address the behavior.

The Board directs any teacher who suspends a student from a class, subject, or activity to immediately report the suspension and the reason for the suspension to the building administrator or designee. If a student is suspended from a class, subject, or activity, but will otherwise remain at school, the Board directs the building administrator or designee to ensure that the student is appropriately supervised during the suspension and, if the student is a student with a disability, that all procedures that apply to students with disabilities are followed.

The Board directs any teacher who suspends a student from a class, subject, or activity to, as soon as possible following the suspension, request that the student's parent/guardian attend a parent-teacher conference to discuss the suspension. The Board directs the building administrator or designee to attend the conference if either the teacher or the parent/guardian requests the attendance of a school administrator. In addition, the Board directs the building administrator to make reasonable efforts to invite a school counselor, school psychologist, or school social worker to attend the conference.

Discretionary Suspension or Expulsion

Under Michigan law, a suspension of 10 or fewer school days is presumed to be reasonable. A suspension of greater than 10 school days, or an expulsion, is, in most circumstances, presumed not to be warranted. Before imposing a suspension of more than 10 school days or an expulsion, District administration or the Board must rebut the presumption (i.e., explain why the suspension or expulsion is warranted despite the presumption) by considering the following factors:

- The student's age;
- The student's disciplinary history;
- Whether the student has a disability;
- The seriousness of the behavior;
- Whether the behavior posed a safety risk;
- Whether restorative practices are a better option; and
- Whether lesser interventions would address the behavior.

Building Administrators – 10 or fewer days

The Board delegates to all building administrators the authority to suspend a student for up to 10 school days for an offense identified in the student code of conduct if the code of conduct states that the offense may result in suspension. The building administrator may also suspend a student pending further investigation and possible further disciplinary consequences, including a longer-term suspension or expulsion. Before exercising this authority, the building administrator must consider all of the following factors:

- The student's age;
- The student's disciplinary history;
- Whether the student has a disability;
- The seriousness of the behavior;
- Whether the behavior posed a safety risk;
- Whether restorative practices are a better option; and
- Whether lesser interventions would address the behavior.

Additionally, before suspending a student for any length of time, the building administrator must provide the student due process as described in the section of this policy entitled "Due Process." If the student is a student with a disability, the student's discipline is also subject to the section of this policy entitled "Students with Disabilities."

Superintendent – Less than 60 days

The Board delegates to the Superintendent the authority to suspend a student for up to 59 school days for an offense identified in the student code of conduct if the code of conduct states that the offense may result in suspension of up to 59 school days. Before exercising this authority, the Superintendent must consider all of the following factors:

- The student's age;
- The student's disciplinary history;
- Whether the student has a disability;
- The seriousness of the behavior;
- Whether the behavior posed a safety risk;
- Whether restorative practices are a better option; and
- Whether lesser interventions would address the behavior.

Any time the Superintendent finds that a suspension of more than 10 school days is warranted, the Superintendent must explain his or her rationale in writing. The Superintendent's rationale must be based on the above factors.

Additionally, before suspending a student for any length of time, the Superintendent must provide the student due process as described in the section of this policy entitled "Due Process." If the student is a student with a disability, the student's discipline is also subject to the section of this policy entitled "Students with Disabilities."

Board – Expulsion

The Board may suspend or expel a student for an offense identified in the student code of conduct if the code of conduct states that the offense may result in suspension or expulsion. Before exercising this authority, the Board must consider all of the following factors:

- The student's age;
- The student's disciplinary history;
- Whether the student has a disability;
- The seriousness of the behavior;
- Whether the behavior posed a safety risk;

- Whether restorative practices are a better option; and
- Whether lesser interventions would address the behavior.

Any time the Board finds that a suspension of more than 10 school days or expulsion is warranted, the Board must explain its rationale in writing. The Board's rationale must be based on the above factors.

Before exercising this authority, the Board must provide the student due process as described in the section of this policy entitled "Due Process." If the student is a student with a disability, the student's discipline is also subject to the section of this policy entitled "Students with Disabilities."

Mandatory Suspension or Expulsion

It is the policy of the Board to comply with the federal Gun-Free Schools Act and sections 1310, 1311, and 1311a of the Revised School Code. *Nothing in this section of the Board Policy may be construed to limit the Board's discretion to suspend or expel a student for any offense that the student code of conduct identifies as possibly resulting in suspension or expulsion.* The Board directs all administrators to refer all incidents that may result in a mandatory suspension or expulsion to the Board. The Board recognizes that, as explained below, in some circumstances it may choose not to suspend or expel a student.

Possession of a Firearm

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

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

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

Possession of a Dangerous Weapon (Other than a Firearm)

If a student possesses a dangerous weapon in a weapon-free school zone, the Board will consider whether to permanently expel the student or to impose a less severe penalty after first considering the following factors:

- The student's age;
- The student's disciplinary history;
- Whether the student has a disability;
- The seriousness of the behavior;
- Whether the behavior posed a safety risk;
- Whether restorative practices are a better option; and
- Whether lesser interventions would address the behavior.

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

- The student was not possessing the instrument or object to use as a weapon or to deliver, either directly or indirectly, to another person to use as a weapon;

- The student did not knowingly possess the weapon;
- The student did not know or have reason to know that the instrument or object constituted a “dangerous weapon”; or
- The student possessed the weapon at the suggestion, request, or direction of, or with the express permission of, school or police authorities.

Applicable Definitions for Dangerous Weapon Offense

“Weapon-Free School Zone” means school property and a vehicle used by a school to transport students to or from school property.

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

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

“Firearm” means (1) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (2) the frame or receiver of any such weapon; (3) any firearm muffler or firearm silencer; or (4) any destructive device. “Firearm” does not include an antique firearm.

“Destructive device” means (1) any explosive, incendiary, or poison gas (including a bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or similar device); (2) any type of weapon (other than a shotgun or a shotgun shell that the Attorney General finds is generally recognized as particularly suitable for sporting purposes) by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and (3) any combination of parts either designed or intended for use in converting any device into a destructive device and from which a destructive device may be readily assembled.

“Antique firearm” means any firearm (including any firearm with a matchlock, flintlock, percussion cap, or similar type of ignition system) manufactured in or before 1898; or any replica of any such firearm if the replica: (1) is not designed or redesigned for using rimfire or conventional centerfire fixed ammunition, or (2) uses rimfire or conventional centerfire fixed ammunition that is no longer manufactured in the United States and which is not readily available in the ordinary channels of commercial trade. “Antique firearm” also means any muzzle loading rifle, muzzle loading shotgun, or muzzle loading pistol, which is designed to use black powder, or a black powder substitute, and which cannot use fixed ammunition. “Antique firearm” does not include any weapon that incorporates a firearm frame or receiver, any firearm which is converted into a muzzle loading weapon, or any muzzle loading weapon which can be readily converted to fire fixed ammunition by replacing the barrel, bolt, breechblock, or any combination thereof.

Additional Procedures for Dangerous Weapon Expulsion

The Board directs the Superintendent to ensure that if a student is expelled for possession of a dangerous weapon, the student’s permanent record reflects the expulsion. The Board directs the Superintendent or designee to refer a student who is expelled for possession of a dangerous weapon to the county department of social services or the county community mental health agency and to notify the student’s parent or legal guardian (or the student if the student is at least age 18 or is an emancipated minor) of the referral within 3 calendar days of the expulsion. The Board further directs the Superintendent or designee to make a referral to local law enforcement and to contact the student’s parent/guardian immediately any time a student is found to have brought a dangerous weapon to school or possessed a dangerous weapon at school, at a school related activity, or en route to or from school in a school vehicle.

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

Arson

If a student is convicted of, or pleads guilty or no contest to, committing arson, as defined in section 1311 of the Revised School Code, in a school building or on school grounds, the Board will consider whether to permanently expel the student or to impose a less severe penalty after first considering the following factors:

- The student's age;
- The student's disciplinary history;
- Whether the student has a disability;
- The seriousness of the behavior;
- Whether the behavior posed a safety risk;
- Whether restorative practices are a better option; and
- Whether lesser interventions would address the behavior.

Additional Procedures for Arson Expulsion

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

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

Criminal Sexual Conduct

If a student is convicted of, or pleads guilty or no contest to, committing criminal sexual conduct, as defined in section 1311 of the Revised School Code, in a school building or on school grounds, the Board will consider whether to permanently expel the student or to impose a less severe penalty after first considering the following factors:

- The student's age;
- The student's disciplinary history;
- Whether the student has a disability;
- The seriousness of the behavior;
- Whether the behavior posed a safety risk;
- Whether restorative practices are a better option; and
- Whether lesser interventions would address the behavior.

Additional Procedures for Criminal Sexual Conduct Expulsion

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

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

Physical Assault Against Employee, Volunteer, or Contractor

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

- The student's age;
- The student's disciplinary history;
- Whether the student has a disability;
- The seriousness of the behavior;
- Whether the behavior posed a safety risk;
- Whether restorative practices are a better option; and
- Whether lesser interventions would address the behavior.

"Physical assault" means intentionally causing or attempting to cause physical harm to another through force or violence.

Additional Procedures for Physical Assault Against Employee/Volunteer/Contractor Expulsion

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

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

Physical Assault Against Another Student

If a student in grade 6 or above commits a physical assault at school against another student and the physical assault is reported to the Board or to an administrator, the Board or its designee will consider whether to suspend or expel the student or to impose a less severe penalty after first considering the following factors:

- The student's age;
- The student's disciplinary history;
- Whether the student has a disability;
- The seriousness of the behavior;
- Whether the behavior posed a safety risk;
- Whether restorative practices are a better option; and
- Whether lesser interventions would address the behavior.

"Physical assault" means intentionally causing or attempting to cause physical harm to another through force or violence.

Additional Procedures for Physical Assault Against Another Student

A resident student in grade 6 or above who was expelled by another school for committing a physical assault against another student may submit a petition to the Board requesting enrollment in the District. The Board will consider the petition, along with any information the Board determines relevant, at its next regularly scheduled board meeting. The Board may either grant or deny the petition. If the Board denies the petition, the student may not enroll in the District. The Board's decision is final.

Bomb Threat or Similar Threat

If a student in grade 6 or above makes a bomb threat or similar threat directed at a school building, other school property, or a school-related event, the Board or its designee will consider whether to suspend or expel the student or to impose a less severe penalty after first considering the following factors:

- The student's age;
- The student's disciplinary history;
- Whether the student has a disability;
- The seriousness of the behavior;
- Whether the behavior posed a safety risk;
- Whether restorative practices are a better option; and
- Whether lesser interventions would address the behavior.

Additional Procedures for Bomb Threat or Similar Threat

A resident student in grade 6 or above who was expelled by another school district for making a bomb threat or similar threat may submit a petition to the Board requesting enrollment in the District. The Board will consider the petition, along with any information the Board determines relevant, at its next regularly scheduled board meeting. The Board may either grant or deny the petition. If the Board denies the petition, the student may not enroll in the District. The Board's decision is final.

Reinstatement Following Suspension or Expulsion

It is the policy of the Board to consider a petition for reinstatement from an expelled student and the parent/guardian and to follow the requirements of sections 1311 and 1311a of the Revised School Code.

Reinstatement Following Mandatory Permanent Expulsion

The parent/guardian (or the student if emancipated or at least 18 years old) of a student who was in grade 5 or below at the time of expulsion and who was expelled for possessing a firearm or threatening another person with a dangerous weapon may file a petition for reinstatement 60 school days or later from the date of the expulsion. The Board, in its discretion, may reinstate a student who was in grade 5 or below at the time of expulsion and who was expelled for possessing a firearm or threatening another person with a dangerous weapon no sooner than 90 school days after the date of the expulsion.

The parent/guardian (or student if emancipated or at least 18 years old) of a student who was in grade 5 or below at the time of expulsion and who was expelled for possessing a dangerous weapon but not for possessing a firearm or threatening another person with a dangerous weapon, or who was expelled for committing arson or criminal sexual conduct, may file a petition for reinstatement at any time. The Board, in its discretion, may reinstate a student who was in grade 5 or below at the time of expulsion and who was expelled for possessing a dangerous weapon (unless the possession was of a firearm or involved threatening another person with a dangerous weapon) or for committing arson or criminal sexual conduct no sooner than 10 school days after the date of the expulsion.

The parent/guardian (or student if emancipated or at least 18 years old) of a student who was in grade 6 or above at the time of expulsion and who was expelled for (1) possessing a dangerous weapon; (2) committing arson; (3) committing criminal sexual conduct; or (4) physically assaulting an employee, volunteer, or contractor, may file a petition for reinstatement 150 school days or later from the date of the expulsion. The Board, in its discretion, may reinstate a student who was in grade 6 or above at the time of expulsion and who was expelled for (1) possessing a dangerous weapon; (2) committing arson; (3) committing criminal sexual conduct; or (4) physically assaulting an employee, volunteer, or contractor, no sooner than 180 school days after the date of the expulsion.

It is the responsibility of the parent/guardian (or the student if emancipated or at least 18 years old) to prepare and submit the reinstatement petition. The Board will, however, provide a reinstatement petition form, upon request, for the parent/guardian or student to use. The Board may request that the parent/guardian or the student attach additional relevant information to the reinstatement petition.

The Board will appoint a reinstatement committee, consisting of 2 board members, 1 administrator, 1 teacher, and 1 parent of a current District student, to consider a reinstatement petition. The Board will appoint the reinstatement committee no more than 10 school days after receiving a reinstatement petition. The Superintendent is directed to prepare and submit information to the reinstatement committee related to the circumstances surrounding the student's expulsion and any factors supporting and not supporting reinstatement.

The reinstatement committee must convene not later than 10 school days following its appointment to: (1) review the reinstatement petition and supporting documentation submitted by the parent/guardian or the student; (2) review the information submitted by the Superintendent; and (3) submit to the Board a written recommendation on whether the Board should unconditionally reinstate the student, conditionally reinstate the student, or deny reinstatement to the student, based on consideration of all of the following factors:

- The extent to which reinstatement would create a risk of harm to other students or personnel;
- The extent to which reinstatement would create a risk of school liability or individual liability for the board or school personnel;
- The age and maturity of the student;
- The student's school record before the incident that caused the expulsion;
- The student's attitude concerning the incident that caused the expulsion;
- The student's behavior since the expulsion and the student's prospects for remediation; and
- If the petition was filed by a parent or guardian, the degree of cooperation that the parent or guardian has provided the student and the degree of cooperation that the parent or guardian can be expected to provide the student if the student is reinstated.

Before making its recommendation, the reinstatement committee may request that the student and his or her parent/guardian appear in person to answer questions. If the committee recommends that the student be conditionally reinstated, the committee must include in its written recommendation to the Board a list of recommended conditions.

At or before its next regularly scheduled meeting following receipt of the reinstatement committee's recommendation, the Board will consider the recommendation and make a final decision to unconditionally reinstate the student, conditionally reinstate the student, or deny reinstatement. The Board may require a student, and if the petition was filed by a parent/guardian, the parent/guardian, to agree in writing to specific conditions to reinstatement, including, without limitation, a behavior contract, completion of an anger management program, a "last-chance" agreement, counseling, drug treatment, or a psychological evaluation. The Board's decision to unconditionally grant, conditionally grant, or deny the reinstatement petition is final. Unless otherwise expressly authorized by the Board at the time of denial, if the Board denies reinstatement, the parent, guardian, or student may not file another petition for reinstatement until 180 school days after the date of the denial.

Reinstatement Following Discretionary Permanent Expulsion

Unless otherwise expressly authorized by the Board at the time of a permanent expulsion, a student expelled for reasons other than those resulting in a mandatory permanent expulsion may not petition the Board for reinstatement until at least 150 school days after the date of the expulsion, and the student may not be reinstated until at least 180 school days after the date of the permanent expulsion. Upon receipt of a timely reinstatement petition, the Board will hold a hearing at its next regularly scheduled meeting to consider the petition and any information submitted by the student or his or her parent/guardian and the Superintendent in either support of or opposition to the petition. The Board may unconditionally grant, conditionally grant, or deny the reinstatement petition. The Board's decision is final. Unless otherwise expressly authorized by the Board, if the Board denies

reinstatement, the parent, guardian, or student may not file another petition for reinstatement until at least 180 school days after the date of the denial.

Enrollment Following Misconduct at Another District

To the extent permitted by law, the District may deny enrollment to a student who engaged in misconduct in another school and who seeks to enroll in the District either: (1) before the previous school imposes disciplinary consequences for the misconduct, or (2) while the student is suspended or expelled from the previous school. The Superintendent is directed to refer any such student to the Board if, under the District's student code of conduct, the student's misconduct in the previous school would result in a long-term suspension or expulsion from the District and, in the Superintendent's opinion, the student's enrollment in the District would jeopardize the safety, welfare, or good order of the District. The Board will hold a pre-enrollment hearing following the Superintendent's referral to consider whether the student may enroll and, if so, any conditions on enrollment. The Board will consider any information submitted by the student or his or her parent/guardian and the Superintendent in either support of or opposition to the student's enrollment.

Due Process

It is the Board's policy to ensure that all students are provided due process as required by state and federal law before a student is suspended or expelled. The Board directs the Superintendent and all school administrators to protect the due process rights of students as explained below.

If a school administrator determines that an emergency exists that requires the immediate removal of a student from school, the administrator may contact the student's parent/guardian or local law enforcement, or take other measures, to have the student safely removed from school. The administrator must, as soon as practicable thereafter, follow the procedures outlined in this section of the policy.

Before making the decision to suspend a student for 10 or fewer school days, an administrator will: (1) provide the student verbal notice of the offense the student is suspected to have committed, and (2) provide the student an informal opportunity to explain what happened. Except in emergency circumstances, an administrator will not suspend the student unless, after providing the student notice and an opportunity to explain, the administrator is reasonably certain that the student committed a violation of the student code of conduct and that suspension is the appropriate consequence. A student or his or her parent/guardian may appeal an administrator's decision to suspend a student for 10 or fewer school days to the Superintendent. The appeal must be submitted to the Superintendent within 3 calendar days of the suspension. The Superintendent's decision is final. The student will remain suspended while the appeal is pending.

Before making the decision to suspend a student for more than 10 school days, the Superintendent will provide the student and his or her parent/guardian: (1) written notice of the offense the student is suspected to have committed, and (2) an opportunity for a hearing, at which the student may present evidence and witnesses to show that the student did not commit the alleged offense or that suspension is not an appropriate consequence. The Superintendent will provide the student and his or her parent/guardian at least 3 calendar days' notice before the hearing. The student and his or her parent/guardian may be represented at their cost by an attorney or another adult advocate at the hearing. The Superintendent will not suspend the student unless, following the hearing, he or she is convinced by a preponderance of the evidence that the student committed a violation of the student code of conduct and that suspension is the appropriate consequence. A student or his or her parent/guardian may appeal the Superintendent's decision to the Board. The appeal must be submitted to the Board within 3 calendar days of the suspension. The Board will hear the appeal at its next regularly scheduled meeting. The Board's decision is final. The student will remain suspended while the appeal is pending.

Before the Board suspends or expels a student, administration will provide the student and his or her parent/guardian: (1) written notice of the offense the student is suspected to have committed, and (2) an opportunity for a Board hearing, at which the student may present evidence and witnesses to show that the student did not commit the suspected offense or that suspension or expulsion is not an appropriate consequence.

Administration will provide the student and his or her parent/guardian at least 3 calendar days' notice before the hearing. The student and his or her parent/guardian may be represented at their cost by an attorney or another adult advocate at the hearing. The Board will not suspend or expel the student unless, following the hearing, a majority of the Board is convinced by a preponderance of the evidence that the student committed misconduct that should result in suspension or expulsion under either the student code of conduct or the Revised School Code and that suspension or expulsion is the appropriate consequence. The Board's decision is final.

Law Enforcement

The Board directs administrators to contact law enforcement any time a student engages in suspected illegal conduct that jeopardizes the health or safety of other students or staff, including any time a student is in possession of a dangerous weapon at school or a school-related activity or en route to or from school. In addition, the Board directs administrators to notify law enforcement as required by the Statewide School Safety Information Policy.

Reporting

The Board directs administrators to notify law enforcement when required by the Statewide School Safety Information Policy and to make all other reports and provide all other notifications required by the School Safety Information Policy or any state or federal law.

The Board directs administrators to refer a student who is expelled for (1) possession of a dangerous weapon; (2) arson; (3) criminal sexual conduct; or (4) physically assaulting an employee, volunteer, or contractor to the county department of social services or the county community mental health agency and to notify the student's parent/guardian (or the student if the student is at least age 18 or is an emancipated minor) of the referral within 3 calendar days of the expulsion.

Educational Programming During Suspension or Expulsion

Except as otherwise provided in this policy, a student who has been suspended or expelled may not be on school property, attend classes or other school functions, or participate in extracurricular activities during the student's suspension or expulsion. The Board authorizes school officials to assist students who have been suspended or expelled to explore alternative means, as allowed by law, to earn credit and to complete course work during the period of the student's suspension or expulsion.

Students with Disabilities

It is the Board's policy to follow all applicable state and federal laws related to disciplining students with disabilities. Additionally, students with disabilities are entitled to the same due process protections as all other students.

On the date on which the District decides to (1) expel a student with a disability; (2) suspend a student with a disability for more than 10 consecutive school days; (3) suspend a student with a disability for more than 10 cumulative school days in the same school year if a pattern of removals exist (explained below); or (4) place a student with a disability in an interim alternative educational setting (explained below), the District will notify the student's parent/guardian of that decision and will provide the parent/guardian a copy of procedural safeguards.

Within 10 school days of a decision to (1) expel a student with a disability or (2) suspend a student with a disability for more than 10 consecutive school days, the District will convene a manifestation determination review team meeting, which must include the parent/guardian and relevant members of the student's IEP or 504 team, to determine whether the student's conduct was a manifestation of his or her disability. If the team concludes that the conduct was a manifestation of the student's disability, the District may not continue the suspension or expulsion. For a student with an IEP, if the team finds the conduct to be a manifestation of the

student's disability, the District must either: (1) conduct a functional behavioral assessment (unless one was previously conducted) and implement a behavior intervention plan for the student, or (2) if a behavior intervention plan was already developed, review and modify the behavior intervention plan to address the conduct at issue. If the IEP or 504 team concludes that the conduct was a manifestation of the student's disability, the student must be returned to the placement from which the student was removed unless the parent and the District agree to change the placement or unless the student may be placed in a 45-school day interim alternative educational setting (explained below). If the team concludes that the conduct was not a manifestation of the student's disability, the District may proceed with the suspension or expulsion by observing the due process requirements discussed above and, if the student has and IEP must, if appropriate, conduct a functional behavioral assessment and develop a behavior intervention plan for the student.

Before suspending a student with a disability for more than 10 cumulative days in a school year, District administration must determine whether the student's removals from school constitute a pattern. If the District determines that the removals constitute a pattern, the District will, within 10 school days of a decision to expel the student or to suspend the student for more than 10 cumulative school days in a school year, convene a manifestation determination review team meeting, which must include the parent/guardian and relevant members of the student's IEP team, to determine whether the student's conduct was a manifestation of his or her disability. If the team concludes that the conduct was a manifestation of the student's disability, the District may not continue the suspension or expulsion. For a student with an IEP, if the team finds the conduct to be a manifestation of the student's disability, the District must either: (1) conduct a functional behavioral assessment (unless one was previously conducted) and implement a behavior intervention plan or (2) if a behavior intervention plan was already developed, review and modify the behavior intervention plan to address the conduct at issue. If the team concludes that the conduct was a manifestation of the student's disability, the student must be returned to the placement from which the student was removed unless the parent and the District agree to change the placement or unless the student may be placed in a 45-school day interim alternative educational setting (explained below). If the team concludes that the conduct was not a manifestation of the student's disability, the District may proceed with the suspension or expulsion by observing the due process requirements discussed above and, if the student has and IEP must, if appropriate, conduct a functional behavioral assessment and develop a behavior intervention plan for the student.

District administrators may remove a student with a disability who engages in any of the following conduct to an interim alternative educational setting for not more than 45 school days, even if the conduct is a manifestation of the student's disability:

- Carrying a weapon to or possessing a weapon at school, on school premises, or to or at a school function;
- Knowingly possessing or using illegal drugs, or selling or soliciting the sale of a controlled substance, while at school, on school premises, or at a school function; or
- Inflicting serious bodily injury upon another person while at school, on school premises, or at a school function.

For purposes of this section of the Policy *only*, a "weapon" means a device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury. A "weapon" does not include a pocket knife with a blade of less than 2½ inches in length. No student may be removed to an interim alternative educational setting without first receiving the due process rights afforded under this Board Policy.

Within 10 school days of a decision to place a student in an interim alternative educational setting, District administration must convene a manifestation determination review team meeting, which must include the parent/guardian and relevant members of the student's IEP team, to determine whether the student's conduct was a manifestation of his or her disability. If the student has an IEP and the team concludes that the conduct was a manifestation of the student's disability, the District must either: (1) conduct a functional behavioral assessment (unless one was previously conducted) and implement a behavior intervention plan or (2) if a behavior intervention plan was already developed, review and modify the behavior intervention plan to address

the conduct at issue. If the student has an IEP and the team concludes that the conduct was not a manifestation of the student's disability, the District must, if appropriate, conduct a functional behavioral assessment and develop a behavior intervention plan for the student.

The District reserves its right to remove a dangerous student from school to the maximum extent permitted by law. The Board directs administration to follow all state and federal laws governing the removal of dangerous students with disabilities.

If a student who is eligible for services under the Individuals with Disabilities Education Act is expelled or suspended for more than 10 school days during a school year or placed in a 45-school day interim alternative educational setting, administrators must ensure that the student continues to receive programs and services, although in a setting other than the regular school setting, that are sufficient to enable the student to participate in the general education curriculum and to progress toward meeting the goals contained in the student's IEP.

A student who is not currently identified as a student with a disability is entitled to the rights and procedures provided to students with disabilities if the District had knowledge that the student was a student with a disability before the misconduct occurred. The District will be deemed to have knowledge that a student was a student with a disability only if: (1) the student's parent/guardian expressed concern in writing to a District administrator that the student needed special education or related services, (2) the student's parent/guardian requested a special education evaluation, or (3) the student's teacher or other personnel expressed specific concerns about a pattern of behavior demonstrated by the student to the District's special education director or to other supervisory personnel. The District will, however, be deemed to not have had knowledge that the student was a student with a disability if: (1) the student's parent/guardian refused to allow the District to evaluate the student; (2) the student's parent/guardian refused special education for the student; or (3) the student was previously evaluated and determined to not be a student with a disability.

This policy does not provide a comprehensive description of the disciplinary rights and procedures due to students with disabilities. The Board directs administration to ensure that all other rights of students with disabilities are protected and all procedures applicable to students with disabilities are followed as required by the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, state law, and Board policy.

Legal Reference:

MCL 380.11a; MCL 380.1308; MCL 380.1309; MCL 380.1310; MCL 380.1310a; MCL 380.1310c; MCL 380.1310d; MCL 380.1311; MCL 380.1311a; MCL 380.1313

Gun Free Schools Act, 20 U.S.C. §7151

18 U.S.C. §921

Individuals with Disabilities Education Act, 20 U.S.C. §1401 *et seq.*

Rehabilitation Act of 1973, 29 U.S.C. §§705, 794-794b.

Before suspending or expelling a student, building administration must complete this form.

Student Name: _____ Date of Alleged Offense: _____
Grade Level: _____ Location of Offense: _____

Description of Misconduct: _____

Before issuing any discipline, Section 1310d requires school officials to consider the following factors:

1. Did the student possess a firearm on school property or at a school event? **YES** **NO**
If YES, there is no need to complete the remainder of this form.
2. Student's DOB: _____ Age at time of alleged offense: _____
3. Does student have a disciplinary history? **YES** **NO**
 - a. If YES, attach printout or briefly describe relevant discipline: _____

 - b. Is the current misconduct similar to past misconduct? **YES** **NO**
4. Is the student a student with a disability? **YES** **NO**
 - a. Check YES if any of the following are true unless any of the circumstances in "b" are true:
 - i. Student has IEP or 504 plan;
 - ii. Student is currently being evaluated for IDEA or Section 504 eligibility;
 - iii. Parent/guardian has expressed concern in writing to a supervisor, administrator, or teacher that the student needs special education and related services;
 - iv. Parent/guardian has requested a special education evaluation; or
 - v. Teacher or other personnel expressed specific concern directly to special education director or other supervisory personnel about student's pattern of behavior.
 - b. Check NO if none of the above factors apply, or if the student was evaluated for IDEA or Section 504 eligibility but found ineligible, or if the school sought permission to evaluate and the parent/guardian declined, or if the parent/guardian revoked consent for or refused IDEA or Section 504 services.
5. Did the misconduct threaten the safety of any student or staff member? **YES** **NO**
6. Will restorative practices be used to address the misconduct? **YES** **NO**
 - a. Restorative practices must be considered in addition to, or in lieu of, suspension or expulsion.
 - b. If restorative practices will be used, briefly describe: _____

7. Is there an intervention other than suspension/expulsion that would address the misconduct?
YES **NO**
 - a. If YES, will the lesser intervention be used? **YES** **NO**
 - b. If NO, why not? _____

I have considered the above factors, and the seriousness of the misconduct, and I have determined that the following discipline is appropriate: _____

Administrator Signature: _____ Date: _____

Victim-Offender Conference Agreement

Victim-Offender conferences must be: (1) initiated by the victim; (2) approved by the victim’s parent/guardian, or the victim if 15 or older; and (3) attended voluntarily by the victim, a victim advocate, the offender, members or the school community, and supporters of the victim and the offender.

Victim-Offender conferences provide an opportunity for the offender to accept responsibility for the harm caused to those affected by the misconduct and to participate in setting consequences to repair the harm.

Offender Name: _____ Offender Grade: _____

Affected Student(s): _____

Describe Misconduct: _____

Date of Misconduct: _____ Location of Misconduct: _____

Date of Conference: _____ Agreement Reached? Yes No

Does the offending student accept responsibility for the misconduct? Yes No

Describe the agreed-upon consequences and the time limit for serving/completing the consequences (the team should consider requiring the offender to apologize; participate in community service, restoration, or counseling; or pay restitution.): _____

Note: The above-listed consequences may be in lieu of, or in addition to, suspension or expulsion.

Describe the consequences if the offending student fails to comply with this agreement: _____

Conference Participant Names and Signatures (invite relevant members of the school community; offending student supporters; and affected student(s) supporters): _____

[DISTRICT LETTERHEAD]

Delete this text and use hard returns to space for your letterhead

[Date]

Dear [Parent Name]:

Re: Student Discipline

Based on a thorough investigation, I have concluded that on [Date(s)], your child, [Student Name], violated section [section numbers] of the District's Student Code of Conduct by [description of conduct]. As a result, I have referred this matter to the District's Superintendent and have recommended that [Student Name] be suspended from school for [number of days, not to exceed 59] days.

The Superintendent will make the final decision whether to suspend [Student Name] and the duration of the suspension following a hearing, which will be held on [date of hearing] [time of hearing]. At the hearing, you and [Student Name] may submit evidence and present testimony to challenge my findings or my disciplinary recommendations. A copy of the hearing procedures is attached.

Until the Superintendent issues a final decision, [Student Name] will remain suspended from school, may not attend classes or other school functions, may not be present on school property, and may not participate in extracurricular activities.

If you have any questions, please contact me.

Sincerely,

[Building Principal or Lead
Administrator's Name]

c: Superintendent

Enclosure [Enclose Hearings Rights and Procedures]

[DISTRICT LETTERHEAD]

Delete this text and use hard returns to space for your letterhead

[Date]

Dear [Parent Name]:

Re: Student Discipline

Based on a thorough investigation, the District's administration has concluded that on [Date(s)], your child, [Student Name], violated section [section numbers] of the [District's Student Code of Conduct/the Revised School Code] by [description of conduct]. As a result, administration has referred this matter to the District's Board and has recommended that [Student Name] be [Choose suspended or expelled] from school [for (xx) school days/permanently].

The Board will make the final decision whether to [Choose suspend or expel] [Student Name] following a hearing, which will be held on [date of hearing] [time of hearing]. At the hearing, you and [Student Name] may submit evidence and present testimony to challenge administration's findings or disciplinary recommendation. You may request that the hearing take place in closed session by sending me a written request for a closed session hearing before the Board meeting. A copy of the hearing procedures is attached.

Until the Board issues its final decision, [Student Name] will remain suspended from school, may not attend classes or other school functions, may not be present on school property, and may not participate in extracurricular activities.

If you have any questions, please contact me.

Sincerely,

[Superintendent's Name]

c: Board

Enclosure [*Enclose Hearings Rights and Procedures*]

Agenda Language:

[Use if the parent or guardian has requested a closed session hearing.]

Closed session student discipline hearing pursuant to Section 8(b) of the Michigan Open Meetings Act.

-or-

[Use if the parent/guardian has requested an open session hearing, or if the Board is unsure whether the parent/guardian will request open or closed session.]

Student Discipline Hearing

Motion to go into closed session:

[The motion must be seconded; we recommend taking a roll-call vote, though a roll-call vote is not required by law.]

Pursuant to Section 8(b) of the Michigan Open Meetings Act and upon the request of the student's [parent/guardian], I move that the Board of Education go into closed session for the purpose of conducting a hearing to consider the discipline of a student whose identity is known to the Board ("Student").

Open Session Meeting Minute Language

Note: A copy of the resolution taking disciplinary action against the student is a public document. Ensure that the student's name does not appear on the resolution or in the open session minutes.

Following a [Choose open or closed] session hearing, the Board voted [INSERT VOTE RESULT] to [suspend/expel/permanently expel/reinstate] a student whose identity is known to the Board of Education consistent with the attached resolution.

Closed Session Minutes

Separate closed session minutes are legally required for all closed session meetings. The minutes should be brief but must accurately outline what transpired during the meeting. As a reminder, closed session minutes are not disclosable unless a Court orders disclosure.

**WAVERLY COMMUNITY SCHOOLS
BOARD RESOLUTION FOR STUDENT DISCIPLINE**

A [*Choose regular or special*] meeting of the Board was held in the [*location*], on the [*date*] day of [*month*], [*year*], at [*time*] o'clock in the [*Choose a.m. or p.m.*].

The meeting was called to order by _____

Present: Members _____

Absent: Members _____

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

WHEREAS:

1. The administration has recommended that, pursuant to Section 1311(2) of the Revised School Code, a student whose identity is known to the Board (the "Student") be expelled for possessing a firearm in a weapon-free school zone.

2. School administrators notified the Student's parent/guardian of the specific charge underlying the expulsion recommendation, as well as the date, time, and place of the disciplinary hearing.

3. Pursuant to the request of the Student's parent/guardian, and as authorized by Section 8(b) of the Michigan Open Meetings Act, MCL 15.268(b), the disciplinary hearing was conducted in a [*Choose open or closed*] session meeting of the Board.

4. The hearing afforded the Student and the Student's representatives an opportunity to respond to the charge and to present pertinent evidence for the Board's consideration.

5. The Board has carefully considered all of the evidence produced in this student discipline hearing.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. A preponderance of the evidence [*Choose establishes or does not establish*] that on [*Date(s)*], the Student possessed a firearm in a weapon-free school zone.

2. [*Delete if not applicable*] Clear and convincing evidence establishes that the Student [*check any that apply*]:

did not possess the firearm for use as a weapon or for direct or indirect delivery to another person for use as a weapon;

did not knowingly possess the firearm;

- did not know or have reason to know that the firearm constituted a dangerous weapon;
- possessed the firearm at the suggestion, request or direction of, or with the express permission of, school or police authorities.

3. The Student [*has/has not*] been previously suspended or expelled from school.

4. [*Delete if not applicable*]. The Student is permanently expelled from the District, subject to possible reinstatement under Section 1311(6) of the Revised School Code.

[NOTE: If the student demonstrates through clear and convincing evidence one of the circumstances identified in paragraph 2 above and the student has not been previously suspended or expelled from school, there is a presumption that expulsion is not warranted. That presumption may, however, be rebutted based on the unique circumstances of the misconduct.] [NOTE FURTHER: All “notes” should be deleted before finalizing this resolution].

-or-

[Delete if not applicable] Because the Student [*insert reason from above*], the Student is not permanently expelled from the District. However, the Student is suspended for [(*number of days*) days/until (*date*)].

-or-

[Delete if not applicable]. The Student is not subject to any further disciplinary sanctions and may return to school on [*date of reinstatement*].

5. [*Delete if not applicable*]. During the time of the [*Choose expulsion or suspension*], the Student may not be on school grounds or attend any functions at the District without prior written approval from an appropriate administrator.

6. [*Delete if not applicable*]. [*In addition to/In lieu of*] [*Choose expulsion or suspension*], the Student must complete the following restorative practices on or before [*insert date for completion of restorative practices*]: [*List restorative practices*]. The Student’s failure to complete these restorative practices may result in further disciplinary consequences.

7. [*Delete if student not expelled*] Administrators are directed to refer the Student to the county department of social services or the county community mental health agency and to notify the Student’s parent/guardian of the referral within 3 calendar days of this Resolution.

[NOTE: Schools must notify the Student’s parent/guardian and law enforcement if a student possesses a dangerous weapon at school, at a school activity, or en route to or from school on a school bus. If the District has not yet notified law enforcement, do so immediately.] [NOTE FURTHER: All “notes” should be deleted before finalizing this resolution].

8. Consistent with Sections 11a and 1311(1) of the Revised School Code, the Board finds that the interests of the District are served by this resolution.

9. [*Delete if Student is not eligible for or seeking services under the Individuals with Disabilities Education Act*] Consistent with the Board’s actions taken this date, administration

shall promptly meet with the Student's parent/guardian to determine those appropriate educational services to which the Student may be entitled under state and federal law.

10. Administrators are directed and authorized to implement all terms of this resolution and are delegated all necessary authority to do so.

11. All resolutions and parts of resolutions that conflict with the provisions of this resolution are rescinded.

Ayes:

Nays:

Absent:

Motion Passed:

The undersigned, duly qualified and acting Board Secretary, certifies that the foregoing constitutes a true and complete copy of a resolution adopted by said Board at a [*Choose regular or special*] meeting held on [*date*], the original of which is part of the Board's minutes. The undersigned further certifies that notice of the meeting was given to the public pursuant to the provisions of the "Open Meetings Act" (Act 267, PA 1976, as amended).

[*Secretary's Name*], Board Secretary

**WAVERLY COMMUNITY SCHOOLS
BOARD RESOLUTION FOR STUDENT DISCIPLINE**

A [*Choose regular or special*] meeting of the Board was held in the [*location*], on the [*date*] day of [*month*], [*year*], at [*time*] o'clock in the [*Choose a.m. or p.m.*].

The meeting was called to order by _____

Present: Members _____

Absent: Members _____

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

WHEREAS:

1. The administration has recommended that, pursuant to Section 1311(2) of the Revised School Code, a student whose identity is known to the Board (the "Student") be expelled for possessing a dangerous weapon [*insert description of the weapon; note length of blade if weapon is a knife*] in a weapon-free school zone.

2. School administrators notified the Student's parent/guardian of the specific charge underlying the expulsion recommendation, as well as the date, time, and place of the disciplinary hearing.

3. Pursuant to the request of the Student's parent/guardian, and as authorized by Section 8(b) of the Michigan Open Meetings Act, MCL 15.268(b), the disciplinary hearing was conducted in a [*Choose open or closed*] session meeting of the Board.

4. The hearing afforded the Student and the Student's representatives an opportunity to respond to the charge and to present pertinent evidence for the Board's consideration.

5. The Board has carefully considered all of the evidence produced in this student discipline hearing.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. A preponderance of the evidence [*Choose establishes or does not establish*] that on [*Date(s)*], the Student possessed a dangerous weapon, [*insert description of the weapon; note length of blade if weapon is a knife*] in a weapon-free school zone.

2. [*Delete if not applicable*] Clear and convincing evidence establishes that the Student [*check any that apply*]:

- did not possess the object or instrument for use as a weapon or for direct or indirect delivery to another person for use as a weapon;

- did not knowingly possess the weapon;
- did not know or have reason to know that the object or instrument constituted a dangerous weapon;
- possessed the weapon at the suggestion, request or direction of, or with the express permission of, school or police authorities.

3. Based on careful consideration of all of the following factors, the Board determines that [*Choose expulsion or suspension*] [*is/is not*] warranted:

- The student's age;
- The student's disciplinary history;
- Whether the student has a disability;
- The seriousness of the behavior;
- Whether the behavior posed a safety risk;
- Whether restorative practices are a better option; and
- Whether lesser interventions would address the behavior.

[NOTE: There is a presumption that suspension of greater than 10 days or expulsion is not warranted. That presumption may, however, be rebutted based on the above factors.] [NOTE FURTHER: All "notes" should be deleted before finalizing this resolution].

4. [*Delete if not applicable*]. The Student is permanently expelled from the District, subject to possible reinstatement under Section 1311(6) of the Revised School Code.

-or-

[Delete if not applicable] Because the Student [*insert reason from above*], the Student is not permanently expelled from the District. However, the Student is suspended for [*(number of days) days/until (date)*].

-or-

[Delete if not applicable]. The Student is not subject to any further disciplinary sanctions and may return to school on [*date of reinstatement*].

5. [*Delete if not applicable*]. During the time of the [*Choose expulsion or suspension*], the Student may not be on school grounds or attend any functions at the District without prior written approval from an appropriate administrator.

6. [*Delete if not applicable*]. [*In addition to/In lieu of*] [*Choose expulsion or suspension*], the Student must complete the following restorative practices on or before [*insert date for completion of restorative practices*]: [*List restorative practices*]. The Student's failure to complete these restorative practices may result in further disciplinary consequences.

7. [*Delete if student not expelled*] Administrators are directed to refer the Student to the county department of social services or the county community mental health agency and to notify the Student's parent/guardian of the referral within 3 calendar days of this Resolution.

[NOTE: Schools must notify the Student's parent/guardian and law enforcement if a student possesses a dangerous weapon at school, at a school activity, or en route to or from school on a school bus. If the District has not yet notified law enforcement, do so immediately.] [NOTE FURTHER: All "notes" should be deleted before finalizing this resolution].

8. Consistent with Sections 11a and 1311(1) of the Revised School Code, the Board finds that the interests of the District are served by this resolution.

9. *[Delete if Student is not eligible for or seeking services under the Individuals with Disabilities Education Act]* Consistent with the Board's actions taken this date, administration shall promptly meet with the Student's parent/guardian to determine those appropriate educational services to which the Student may be entitled under state and federal law.

10. Administrators are directed and authorized to implement all terms of this resolution and are delegated all necessary authority to do so.

11. All resolutions and parts of resolutions that conflict with the provisions of this resolution are rescinded.

Ayes:

Nays:

Absent:

Motion Passed:

The undersigned, duly qualified and acting Board Secretary, certifies that the foregoing constitutes a true and complete copy of a resolution adopted by said Board at a [*Choose regular or special*] meeting held on [*date*], the original of which is part of the Board's minutes. The undersigned further certifies that notice of the meeting was given to the public pursuant to the provisions of the "Open Meetings Act" (Act 267, PA 1976, as amended).

[*Secretary's Name*], Board Secretary

**WAVERLY COMMUNITY SCHOOLS
BOARD RESOLUTION FOR STUDENT DISCIPLINE**

A [*Choose regular or special*] meeting of the Board was held in the [*location*], on the [*date*] day of [*month*], [*year*], at [*time*] o'clock in the [*Choose a.m. or p.m.*].

The meeting was called to order by _____

Present: Members _____

Absent: Members _____

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

WHEREAS:

1. The administration has recommended that, pursuant to Section 1311a(1) of the Revised School Code, a student whose identity is known to the Board (the "Student") be expelled for physically assaulting a school [*Choose employee, volunteer or contractor*].

2. The Revised School Code defines physical assault as "intentionally causing or attempting to cause physical harm to another through force or violence."

3. School administrators notified the Student's parents of the specific charge underlying the expulsion recommendation, as well as the date, time, and place of the disciplinary hearing.

4. Pursuant to the request of the Student's parents, and as authorized by Section 8(b) of the Michigan Open Meetings Act, MCL 15.268(b), the disciplinary hearing was conducted in a [*Choose open or closed*] session meeting of the Board.

5. The hearing afforded the Student and the Student's representatives an opportunity to respond to the charge and to present pertinent evidence for the Board's consideration.

6. The Board has carefully considered all of the evidence produced in this student discipline hearing.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. A preponderance of the evidence [*Choose establishes or does not establish*] that on [*Date(s)*], the Student physically assaulted a School [*Choose employee, volunteer or contractor*] in violation of state law and the Student Code of Conduct.

2. Based on careful consideration of all of the following factors, the Board determines that [*Choose expulsion or suspension*] [*is/is not*] warranted:

- The student's age;

- The student’s disciplinary history;
- Whether the student has a disability;
- The seriousness of the behavior;
- Whether the behavior posed a safety risk;
- Whether restorative practices are a better option; and
- Whether lesser interventions would address the behavior.

[NOTE: There is a presumption that suspension of greater than 10 days or expulsion is not warranted. That presumption may, however, be rebutted based on the above factors.] [NOTE FURTHER: All “notes” should be deleted before finalizing this resolution.]

3. *[Delete if not applicable]*. The Student is permanently expelled from the District, subject to possible reinstatement under section 1311a(5) of the Revised School Code.

-or-

[Delete if not applicable] The Student is suspended [(number of days) days/until (date)].

-or-

[Delete if not applicable] The Student is not subject to any further disciplinary sanctions and may return to school on [date of reinstatement].

4. *[Delete if not applicable]* During the time of the [*Choose expulsion or suspension*], the Student may not be on school grounds or attend any functions at the District without prior written approval from an appropriate administrator.

5. *[Delete if not applicable]*. [*In addition to/In lieu of*] [*Choose expulsion or suspension*], the Student must complete the following restorative practices on or before [*insert date for completion of restorative practices*]: [*List restorative practices*]. The Student’s failure to complete these restorative practices may result in further disciplinary consequences.

6. *[Delete if student is not expelled]*. Administrators are directed to refer the Student to the county department of social services or the county community mental health agency and to notify the Student’s parent/guardian of the referral within 3 calendar days of this resolution.

7. Consistent with Sections 11a and 1311(1) of the Revised School Code, the Board finds that the interests of the District are served by this resolution.

8. *[Delete if student is not eligible or seeking services under the Individuals with Disabilities Education Act]* Consistent with the Board’s action taken this date, administrators shall promptly meet with the Student’s parent/guardian to determine those appropriate educational services to which the Student may be entitled under state and federal law.

9. Administrators are directed and authorized to implement all terms of this resolution and are delegated all necessary authority to do so.

10. All resolutions and parts of resolutions that conflict with the provisions of this resolution are rescinded.

Ayes:

Nays:

Absent:

Motion Passed:

The undersigned, duly qualified and acting Board Secretary, certifies that the foregoing constitutes a true and complete copy of a resolution adopted by said Board at a [*Choose regular or special*] meeting held on [*date*], the original of which is part of the Board's minutes. The undersigned further certifies that notice of the meeting was given to the public pursuant to the provisions of the "Open Meetings Act" (Act 267, PA 1976, as amended).

[*Secretary's Name*], Board Secretary

**WAVERLY COMMUNITY SCHOOLS
BOARD RESOLUTION FOR STUDENT DISCIPLINE**

A [*Choose regular or special*] meeting of the Board was held in the [*location*], on the [*date*] day of [*month*], [*year*], at [*time*] o'clock in the [*Choose a.m. or p.m.*].

The meeting was called to order by _____

Present: Members _____

Absent: Members _____

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

WHEREAS:

1. The administration has recommended that, pursuant to Section 1310(1) of the Revised School Code, a student whose identity is known to the Board (the "Student") be [*Choose suspended or expelled*] for physically assaulting another student.

2. The Revised School Code defines physical assault as "intentionally causing or attempting to cause physical harm to another through force or violence."

3. School administrators notified the Student's parents of the specific charge underlying the disciplinary recommendation, as well as the date, time, and place of the disciplinary hearing.

4. Pursuant to the request of the Student's parents, and as authorized by Section 8(b) of the Michigan Open Meetings Act, MCL 15.268(b), the disciplinary hearing was conducted in a [*Choose open or closed*] session meeting of the Board.

5. The hearing afforded the Student and the Student's representatives an opportunity to respond to the charge and to present pertinent evidence for the Board's consideration.

6. The Board has carefully considered all of the evidence produced in this student discipline hearing.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. A preponderance of the evidence [*Choose establishes or does not establish*] that on [*Date(s)*], the Student physically assaulted another student on school property in violation of state law and the Student Code of Conduct.

2. Based on careful consideration of all of the following factors, the Board determines that [*Choose expulsion or suspension*] [*is/is not*] warranted:

- The student's age;

- The student’s disciplinary history;
- Whether the student has a disability;
- The seriousness of the behavior;
- Whether the behavior posed a safety risk;
- Whether restorative practices are a better option; and
- Whether lesser interventions would address the behavior.

[NOTE: There is a presumption that suspension of greater than 10 days or expulsion is not warranted. That presumption may, however, be rebutted based on the above factors.] [NOTE FURTHER: All “notes” should be deleted before finalizing this resolution.]

3. *[Delete if not applicable]*. The Student is permanently expelled from the District.

-or-

[Delete if not applicable]. The Student is suspended [(number of days) days/until (date)].

-or-

[Delete if not applicable]. The Student is not subject to any further disciplinary sanctions and may return to school on [date of reinstatement].

4. *[Delete if not applicable]*. During the time of the [Choose expulsion or suspension], the Student may not be on school grounds or attend any functions at the District without prior written approval from an appropriate administrator.

5. *[Delete if not applicable]*. [In addition to/In lieu of] [Choose expulsion or suspension], the Student must complete the following restorative practices on or before [insert date for completion of restorative practices]: [List restorative practices]. The Student’s failure to complete these restorative practices may result in further disciplinary consequences.

6. *[Delete if not applicable - student expelled and Board wants to impose reinstatement conditions]*. The Student may petition the [Choose Superintendent or Board] for reinstatement no sooner than [select date]. Before reinstatement, the Student must *[select any/all of the following]*:

- demonstrate successful participation in an appropriate counseling program approved by the [Choose Superintendent or Board] that includes both group and individual counseling;
- submit to the [Choose Superintendent or Board] competent and credible evidence from an appropriately licensed and credentialed professional that the Student does not pose a risk of harm to the Student or to others;
- establish that the Student has not engaged in conduct during the period of expulsion that may be viewed by the [Choose Superintendent or Board] as detrimental to the Student’s continued education at the District;

- complete to the satisfaction of the [*Choose Superintendent or Board*] all recommendations contained in any psychological or counseling report;
- demonstrate to the satisfaction of the [*Choose Superintendent or Board*] that the Student received educational instruction and cooperatively participated in an educational program during the period of expulsion;
- [*Insert other conditions as appropriate*].

7. Consistent with Sections 11a and 1311(1) of the Revised School Code, the Board finds that the interests of the District are served by this resolution.

8. [*Delete if student is not eligible or seeking services under the Individuals with Disabilities Education Act*] Consistent with the Board’s action taken this date, administrators shall promptly meet with the Student’s parent/guardian to determine those appropriate educational services to which the Student may be entitled under state and federal law.

9. Administrators are directed and authorized to implement all terms of this resolution and are delegated all necessary authority to do so.

10. All resolutions and parts of resolutions that conflict with the provisions of this resolution are rescinded.

Ayes:

Nays:

Absent:

Motion Passed:

The undersigned, duly qualified and acting Board Secretary, certifies that the foregoing constitutes a true and complete copy of a resolution adopted by said Board at a [*Choose regular or special*] meeting held on [*date*], the original of which is part of the Board’s minutes. The undersigned further certifies that notice of the meeting was given to the public pursuant to the provisions of the “Open Meetings Act” (Act 267, PA 1976, as amended).

[*Secretary’s Name*], Board Secretary

**WAVERLY COMMUNITY SCHOOLS
BOARD RESOLUTION FOR STUDENT DISCIPLINE**

A [*Choose regular or special*] meeting of the Board was held in the [*location*], on the [*date*] day of [*month*], [*year*], at [*time*] o'clock in the [*Choose a.m. or p.m.*].

The meeting was called to order by _____

Present: Members _____

Absent: Members _____

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

WHEREAS:

1. The administration has recommended that, pursuant to Section 1311a(2) of the Revised School Code, a student whose identity is known to the Board (the "Student") be [*Choose suspended or expelled*] for making a bomb threat or similar threat.

2. School administrators notified the Student's parents of the specific charge underlying the disciplinary recommendation, as well as the date, time, and place of the disciplinary hearing.

3. Pursuant to the request of the Student's parents, and as authorized by Section 8(b) of the Michigan Open Meetings Act, MCL 15.268(b), the disciplinary hearing was conducted in a [*Choose open or closed*] session meeting of the Board.

4. The hearing afforded the Student and the Student's representatives an opportunity to respond to the charge and to present pertinent evidence for the Board's consideration.

5. The Board has carefully considered all of the evidence produced in this student discipline hearing.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. A preponderance of the evidence [*Choose establishes or does not establish*] that on [*Date(s)*], the Student made a bomb threat or similar threat directed at a school building, other school property, or a school-related event in violation of state law and the Student Code of Conduct.

2. Based on careful consideration of all of the following factors, the Board determines that [*Choose expulsion or suspension*] [*is/is not*] warranted:

- The student's age;
- The student's disciplinary history;
- Whether the student has a disability;

- The seriousness of the behavior;
- Whether the behavior posed a safety risk;
- Whether restorative practices are a better option; and
- Whether lesser interventions would address the behavior.

[NOTE: There is a presumption that suspension of greater than 10 days or expulsion is not warranted. That presumption may, however, be rebutted based on the above factors.] [NOTE FURTHER: All “notes” should be deleted before finalizing this resolution.]

3. *[Delete if not applicable]*. The Student is expelled from the District permanently.

-or-

[Delete if not applicable]. The Student is suspended [(number of days) days/until (date)].

-or-

[Delete if not applicable]. The Student is not subject to any further disciplinary sanctions and may return to school on [date of reinstatement].

4. *[Delete if not applicable]*. During the time of the [Choose expulsion or suspension], the Student may not be on school grounds or attend any functions at the District without prior written approval from an appropriate administrator.

5. *[Delete if not applicable]*. [In addition to/In lieu of] [Choose expulsion or suspension], the Student must complete the following restorative practices on or before [insert date for completion of restorative practices]: [List restorative practices]. The Student’s failure to complete these restorative practices may result in further disciplinary consequences.

6. *[Only use if Board expels student and Board wants to impose reinstatement conditions; otherwise delete]*. The Student may petition the [Choose Superintendent or Board] for reinstatement no sooner than [select date]. Before reinstatement, the Student must *[select any/all of the following]*:

- demonstrate successful participation in an appropriate counseling program approved by the [Choose Superintendent or Board] that includes both group and individual counseling;
- submit to the [Choose Superintendent or Board] competent and credible evidence from an appropriately licensed and credentialed professional that the Student does not pose a risk of harm to the Student or to others;
- establish that the Student has not engaged in conduct during the period of expulsion that may be viewed by the [Choose Superintendent or Board] as detrimental to the Student’s continued education at the District;
- complete to the satisfaction of the [Choose Superintendent or Board] all recommendations contained in any psychological or counseling report;

- demonstrate to the satisfaction of the [*Choose Superintendent or Board*] that the Student received educational instruction and cooperatively participated in an educational program during the period of expulsion;
- [*Insert other conditions as appropriate*].

7. Consistent with Sections 11a and 1311(1) of the Revised School Code, the Board finds that the interests of the District are served by this resolution.

8. [*Delete if student is not eligible or seeking services under the Individuals with Disabilities Education Act*] Consistent with the Board’s action taken this date, administrators shall promptly meet with the Student’s parent/guardian to determine those appropriate educational services to which the Student may be entitled under state and federal law.

9. Administrators are directed and authorized to implement all terms of this resolution and are delegated all necessary authority to do so.

10. All resolutions and parts of resolutions that conflict with the provisions of this resolution are rescinded.

Ayes:

Nays:

Absent:

Motion Passed:

The undersigned, duly qualified and acting Board Secretary, certifies that the foregoing constitutes a true and complete copy of a resolution adopted by said Board at a [*Choose regular or special*] meeting held on [*date*], the original of which is part of the Board’s minutes. The undersigned further certifies that notice of the meeting was given to the public pursuant to the provisions of the “Open Meetings Act” (Act 267, PA 1976, as amended).

[*Secretary’s Name*], Board Secretary

**WAVERLY COMMUNITY SCHOOLS
BOARD RESOLUTION FOR STUDENT DISCIPLINE**

A [*Choose regular or special*] meeting of the Board was held in the [*location*], on the [*date*] day of [*month*], [*year*], at [*time*] o'clock in the [*Choose a.m. or p.m.*].

The meeting was called to order by _____

Present: Members _____

Absent: Members _____

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

WHEREAS:

1. The administration has recommended that, pursuant to Section 1311(2) of the Revised School Code, a student whose identity is known to the Board (the "Student") be expelled for committing [*Choose Arson or Criminal Sexual Conduct*] in a school building or on school grounds.

2. School administrators notified the Student's parents of the specific charge underlying the expulsion recommendation, as well as the date, time, and place of the disciplinary hearing.

3. Pursuant to the request of the Student's parents, and as authorized by Section 8(b) of the Michigan Open Meetings Act, MCL 15.268(b), the disciplinary hearing was conducted in a [*Choose open or closed*] session meeting of the Board.

4. The hearing afforded the Student and the Student's representatives an opportunity to respond to the charge and to present pertinent evidence for the Board's consideration.

5. The Board has carefully considered all of the evidence produced in this student discipline hearing.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. A preponderance of the evidence [*Choose establishes or does not establish*] that the Student was convicted of or pled guilty or no contest to [*Choose Arson or Criminal Sexual Conduct*] as defined in Section 1311 of the Revised School Code, in a school building or on school grounds, in violation of state law and the Student Code of Conduct.

2. Based on careful consideration of all of the following factors, the Board determines that [*Choose expulsion or suspension*] [*is/is not*] warranted:

- The student's age;
- The student's disciplinary history;
- Whether the student has a disability;

- The seriousness of the behavior;
- Whether the behavior posed a safety risk;
- Whether restorative practices are a better option; and
- Whether lesser interventions would address the behavior.

[NOTE: There is a presumption that suspension of greater than 10 days or expulsion is not warranted. That presumption may, however, be rebutted based on the above factors.] [NOTE FURTHER: All “notes” should be deleted before finalizing this resolution.]

3. *[Delete if not applicable]*. The Student is permanently expelled from the District, subject to possible reinstatement under Section 1311(5) of the Revised School Code.

-or-

[Delete if not applicable]. The Student is suspended [(number of days) days/until (date)].

-or-

[Delete if not applicable]. The Student is not subject to any further disciplinary sanctions and may return to school on [date of reinstatement].

4. *[Delete if not applicable]*. During the time of the [Choose expulsion or suspension], the Student may not be on school grounds or attend any functions at the District without prior written approval from an appropriate administrator.

5. *[Delete if not applicable]*. [In addition to/In lieu of] [Choose expulsion or suspension], the Student must complete the following restorative practices on or before [insert date for completion of restorative practices]: [List restorative practices]. The Student’s failure to complete these restorative practices may result in further disciplinary consequences.

6. *[Delete only if student is not expelled]* Administrators are directed to refer the Student to the county department of social services or the county community mental health agency and to notify the Student’s parent/guardian of the referral within 3 calendar days of this Resolution.

7. Consistent with Sections 11a and 1311(1) of the Revised School Code, the Board finds that the interests of the District are served by this resolution.

8. *[Delete if student is not eligible or seeking services under the Individuals with Disabilities Education Act]* Consistent with the Board’s action taken this date, administrators shall promptly meet with the Student’s parent/guardian to determine those appropriate educational services to which the Student may be entitled under state and federal law.

9. Administrators are directed and authorized to implement all terms of this resolution and are delegated all necessary authority to do so.

10. All resolutions and parts of resolutions that conflict with the provisions of this resolution are rescinded.

Ayes:

Nays:

Absent:

Motion Passed:

The undersigned, duly qualified and acting Board Secretary, certifies that the foregoing constitutes a true and complete copy of a resolution adopted by said Board at a [*Choose regular or special*] meeting held on [*date*], the original of which is part of the Board's minutes. The undersigned further certifies that notice of the meeting was given to the public pursuant to the provisions of the "Open Meetings Act" (Act 267, PA 1976, as amended).

[*Secretary's Name*], Board Secretary

**WAVERLY COMMUNITY SCHOOLS
BOARD RESOLUTION FOR STUDENT DISCIPLINE**

A [*Choose regular or special*] meeting of the Board was held in the [*location*], on the [*date*] day of [*month*], [*year*], at [*time*] o'clock in the [*Choose a.m. or p.m.*].

The meeting was called to order by _____

Present: Members _____

Absent: Members _____

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

WHEREAS:

1. The administration has recommended that a student whose identity is known to the Board (the "Student") be [*Choose suspended or expelled*] for [*description of conduct*].

2. School administrators notified the Student's parents of the specific charge underlying the discipline recommendation, as well as the date, time, and place of the disciplinary hearing.

3. Pursuant to the request of the Student's parents, and as authorized by Section 8(b) of the Michigan Open Meetings Act, MCL 15.268(b), the disciplinary hearing was conducted in a [*Choose open or closed*] session meeting of the Board.

4. The hearing afforded the Student and the Student's representatives an opportunity to respond to the charge and to present pertinent evidence for the Board's consideration.

5. The Board has carefully considered all of the evidence produced in this student discipline hearing.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. A preponderance of the evidence [*Choose establishes or does not establish*] that on [*Date(s)*], the Student [*description of conduct*] in violation of Section [*section numbers*] of the Student Code of Conduct.

2. Based on careful consideration of all of the following factors, the Board determines that [*Choose expulsion or suspension*] [*is/is not*] warranted:

- The student's age;
- The student's disciplinary history;
- Whether the student has a disability;
- The seriousness of the behavior;

- Whether the behavior posed a safety risk;
- Whether restorative practices are a better option; and
- Whether lesser interventions would address the behavior.

[NOTE: There is a presumption that suspension of greater than 10 days or expulsion is not warranted. That presumption may, however, be rebutted based on the above factors.] [NOTE FURTHER: All “notes” should be deleted before finalizing this resolution.]

3. *[Delete if not applicable]*. The Student is permanently expelled from the District.

-or-

[Delete if not applicable]. The Student is suspended [(number of days) days/until (date)].

-or-

[Delete if not applicable]. The Student is not subject to any further disciplinary sanctions and may return to school on [date of reinstatement].

4. *[Delete if not applicable]*. During the time of the [Choose expulsion or suspension], the Student may not be on school grounds or attend any functions at the District without prior written approval from an appropriate administrator.

5. *[Delete if not applicable]*. [In addition to/In lieu of] [Choose expulsion or suspension], the Student must complete the following restorative practices on or before [insert date for completion of restorative practices]: [List restorative practices]. The Student’s failure to complete these restorative practices may result in further disciplinary consequences.

6. *[Only use if Board expels student and Board wants to impose reinstatement conditions; otherwise delete]*. The Student may petition the [Choose Superintendent or Board] for reinstatement no sooner than [select date]. Before reinstatement, the Student must *[select any/all of the following]*:

- demonstrate successful participation in an appropriate counseling program approved by the [Choose Superintendent or Board] that includes both group and individual counseling;
- submit to the [Choose Superintendent or Board] competent and credible evidence from an appropriately licensed and credentialed professional that the Student does not pose a risk of harm to the Student or to others;
- establish that the Student has not engaged in conduct during the period of expulsion that may be viewed by the [Choose Superintendent or Board] as detrimental to the Student’s continued education at the District;
- complete to the satisfaction of the [Choose Superintendent or Board] all recommendations contained in any psychological or counseling report;

- demonstrate to the satisfaction of the [*Choose Superintendent or Board*] that the Student received educational instruction and cooperatively participated in an educational program during the period of expulsion;
- [*Insert other conditions as appropriate*].

7. [*Delete if misconduct does not approximate arson or criminal sexual conduct*]. Because the Student's conduct approximates that described in Section 1311 of the Revised School Code, the District expressly reserves the right to review this matter and impose disciplinary consequences consistent with Section 1311 in the event that the Student enters a plea of guilty or no contest to, or is convicted of [*Choose Arson or Criminal Sexual Conduct*]. See MCL 380.1311(2).

8. [*Delete student is not eligible or seeking services under the Individuals with Disabilities Education Act*] Consistent with the Board's action taken this date, administrators shall promptly meet with the Student's parent/guardian to determine those appropriate educational services to which the Student may be entitled under state and federal law.

9. Consistent with Sections 11a and 1311(1) of the Revised School Code, the Board finds that the interests of the District are served by this resolution.

10. Administrators are directed and authorized to implement all terms of this resolution and are delegated all necessary authority to do so.

11. All resolutions and parts of resolutions that conflict with the provisions of this resolution are rescinded.

Ayes:

Nays:

Absent:

Motion Passed:

The undersigned, duly qualified and acting Board Secretary, certifies that the foregoing constitutes a true and complete copy of a resolution adopted by said Board at a [*Choose regular or special*] meeting held on [*date*], the original of which is part of the Board's minutes. The undersigned further certifies that notice of the meeting was given to the public pursuant to the provisions of the "Open Meetings Act" (Act 267, PA 1976, as amended).

[*Secretary's Name*], Board Secretary

[DISTRICT LETTERHEAD]

Delete this text and use hard returns to space for your letterhead

[Date]

Dear [Parent Name]:

Re: Student Discipline

On [date of hearing], I conducted a hearing to determine whether [Student Name] committed a violation of the District's Student Code of Conduct and, if so, what the appropriate consequence should be. You and [Student Name] were given notice at least 3 days before the hearing and were provided an opportunity to submit evidence and provide testimony during the hearing.

Based on a preponderance of the evidence presented at hearing, and after considering factors related to the misconduct, I conclude that [Student Name]

Option 1:

did [description of conduct] in violation of [section numbers] of the Student Code of Conduct.

Based on the evidence presented at hearing, it is my decision that [Student Name] will be suspended for [number of days, not to exceed 59] from the date of this letter. You may appeal this decision to the Board by submitting a written appeal within 10 calendar days from the date of this letter.

Option 2:

did [description of conduct] in violation of [section numbers] of the Student Code of Conduct. Based on consideration of the factors related to the misconduct, however, it is my decision that [Student Name] will not be suspended from school as long as the student completes the following restorative practices by [insert date for completion of restorative practices]: [List restorative practices]. If [Student Name] does not complete the listed restorative practices as required, the student may be subject to further discipline, up to and including expulsion.

Option 3:

did not [description of conduct] and therefore did not violate the Student Code of Conduct. [Student Name] will not incur any further disciplinary sanctions and may return to school on [date of return].

Insert Only if Decision is to Suspend

During the suspension, [Student Name] may not be present on school property without my prior written consent. Further, during the suspension, [Student Name] may not attend classes or other school functions and may not participate in extracurricular activities.

Optional Insert Only if Decision is to Suspend

I encourage you to contact [*school official's name*] to discuss arrangements for alternative educational programming that may be available to [*Student Name*] during the period of suspension.

If you have any questions, please contact me.

Sincerely,

[*Superintendent's Name*]

[DISTRICT LETTERHEAD]

Delete this text and use hard returns to space for your letterhead

[Date]

Dear [Parent Name]:

Re: Student Discipline

On [hearing date], the District's Board conducted a hearing to determine whether [Student Name] committed a violation of the Student Code of Conduct and, if so, what the appropriate consequence should be. You and [Student Name] were given notice at least 3 days before the hearing and were provided an opportunity to submit evidence and provide testimony during the hearing.

Based on a preponderance of the evidence presented at hearing, and after considering factors related to the misconduct, the Board concluded that [Student Name]

Option 1:

did [description of the conduct] in violation of [section numbers] of the [District's Student Code of Conduct/the Revised School Code].

Based on the evidence presented at hearing, the Board decided that [Student Name] will be [Choose suspended or expelled] for [number of days/until (date)/permanently]. The decision of the Board is final.

Option 2:

did [description of conduct] in violation of [section numbers] of the [District's Student Code of Conduct/the Revised School Code]. Based on consideration of the factors related to the misconduct, however, the Board decided that [Student Name] will not be suspended from school as long as the student completes the following restorative practices by [insert date for completion of restorative practices]: [List restorative practices]. If [Student Name] does not complete the listed restorative practices as required, the student may be subject to further discipline, up to and including expulsion.

Option 3:

did not violate the Student Code of Conduct or commit an offense requiring suspension or expulsion under the Revised School Code. [Student Name] will not incur any further disciplinary sanctions and may return to school on [date of return].

Insert Only if Decision is to Suspend/Expel

During the period of [Choose expulsion or suspension], [Student Name] may not be present on school property without my written consent. Further, during the period of [Choose expulsion or

suspension], [Student Name] may not attend classes or other school functions and may not participate in extracurricular activities.

Insert only if Decision is to Permanently Expel and Student Possessed Weapon/Committed Criminal Sexual Conduct/ Committed Arson/Assaulted Employee, Volunteers, or Contractor

Under state law, [Student Name] is expelled from all Michigan public school districts. [Choose He or She] may, however, enroll in an appropriate alternative education program or a strict discipline academy operating under applicable legal standards.

Insert Only if Decision is to Expel

Pursuant to state law and Board Policy, [Student Name] may become eligible for reinstatement. Please see Board Policy [policy #] for a description of the reinstatement process, including timelines for reinstatement petitions.

***Optional
Insert Only if Decision is to Suspend/Expel***

I encourage you to contact [school official's name] to discuss arrangements for alternative educational programming that may be available to [Student Name] during the period of [Choose expulsion or suspension].

Insert Only if Decision is to Permanently Expel and Student Possessed Weapon/Committed Criminal Sexual Conduct/ Committed Arson/Assaulted Employee, Volunteers, or Contractor

Pursuant to state law, administration will refer [Student Name] to the county department of Social Services or county community mental health agency within 3 days after the expulsion.

If you have any questions, please contact me.

Sincerely,

[Superintendent's Name]

[DISTRICT LETTERHEAD]

Delete this text and use hard returns to space for your letterhead

[Date]

[Address of DHHS/CMH]

Re: *Student Referral – Discipline*

Dear [County DHHS/CMH Director's Name]:

Pursuant to the Revised School Code, I am writing to refer [Student Name] to your agency as required by state law. [Student Name] and [Choose his or her] parent/guardian may be reached at [telephone number]. Please contact me if you have any questions. I have copied [Parent Name] on this correspondence to provide notification of this referral as required by law. Please contact [Student Name] and [Parent Name] directly for more information.

Sincerely,

[Superintendent's Name]

c: [Parent Name]

**WAVERLY COMMUNITY SCHOOLS
BOARD RESOLUTION APPOINTING REINSTATEMENT COMMITTEE**

A [*Choose regular or special*] meeting of the Board was held in the [*location*], on the [*date*] day of [*month*], [*year*], at [*time*] o'clock in the [*Choose a.m. or p.m.*].

The meeting was called to order by _____

Present: Members _____

Absent: Members _____

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

WHEREAS:

1. On [*date of expulsion*], the Board permanently expelled a student whose identity is known to the Board (the "Student") for a violation of the Student Code of Conduct and as required by the Revised School Code.

2. On [*date reinstatement petition filed*], the Student submitted a timely petition for reinstatement.

3. The Revised School Code and Board policy require that not later than 10 school days after receiving a petition for reinstatement, the Board must appoint a committee consisting of 2 school board members, 1 school administrator, 1 teacher, and 1 parent, to review the petition and to make a recommendation to the Board on whether to grant, conditionally grant, or deny the petition.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The Board appoints the following people to serve on the reinstatement committee (the "Committee"):

Board member 1: _____
Board member 2: _____
School Administrator: _____
Teacher: _____
Parent: _____

2. The Board appoints _____ to serve as the Committee's chairperson.

3. The Board directs the Superintendent to prepare and submit to the Committee information about the circumstances surrounding the Student's expulsion and any factors for and against reinstatement.

4. The Board encourages the Student and the Student's parent/guardian to submit additional information to the Committee in support of the reinstatement petition.

5. The Board directs the Committee to convene not later than 10 school days from today to review the reinstatement petition and supporting documentation submitted by the Student and parent/guardian and to review the information submitted by the Superintendent. The Committee may request that the Student and the Student's parent/guardian appear in person to answer questions.

6. The Board directs the Committee to prepare and submit to the Board within 10 school days from today a written recommendation on whether the Board should unconditionally reinstate the Student, conditionally reinstate the Student, or deny reinstatement to the Student. If the Committee recommends conditional reinstatement, the Committee shall provide the Board a suggested list of conditions. The Committee's recommendation shall be based on all of the following factors:

- The extent to which reinstatement would create a risk of harm to other students or personnel;
- The extent to which reinstatement would create a risk of school liability or individual liability for the board or school personnel;
- The age and maturity of the Student;
- The Student's school record before the incident that caused the expulsion;
- The Student's attitude concerning the incident that caused the expulsion;
- The Student's behavior since the expulsion and the Student's prospects for remediation; and
- The degree of cooperation that the parent has provided the Student and the degree of cooperation that the parent or guardian can be expected to provide the Student if the Student is reinstated.

7. The Board will consider the Committee's recommendation no later than its next regularly scheduled meeting.

8. The administration is directed and authorized to implement all terms of this resolution and is delegated all necessary authority to do so.

9. All resolutions and parts of resolutions that conflict with the provisions of this resolution are rescinded.

Ayes:

Nays:

Absent:

Motion Passed:

The undersigned, duly qualified and acting Board Secretary, certifies that the foregoing constitutes a true and complete copy of a resolution adopted by said Board at a [*Choose regular or special*] meeting held on [*date*], the original of which is part of the Board's minutes. The undersigned further certifies that notice of the meeting was given to the public pursuant to the provisions of the "Open Meetings Act" (Act 267, PA 1976, as amended).

[*Secretary's Name*], Board Secretary

[DISTRICT LETTERHEAD]

Delete this text and use hard returns to space for your letterhead

[Date]

[Parent /Student over Age 18/
Emancipated Minor
Home address]

Re: Reinstatement of [Student Name]

Dear [Parent Name]:

The District received [Student Name]'s petition for reinstatement on [date reinstatement petition filed]. Pursuant to state law, a committee to review the petition will be appointed no later than 10 school days from receipt of the petition. Not later than 10 school days after its appointment, the committee will submit a recommendation to the Board of unconditional reinstatement, conditional reinstatement, or against reinstatement.

The committee will consider: (1) the extent to which reinstatement would create a risk of harm to students or staff; (2) the extent to which reinstatement would create a liability risk to the Board or school personnel; (3) the age and maturity of [Student Name]; (4) [Student Name]'s school record before the expulsion; (5) [Student Name]'s attitude concerning the incident that caused the expulsion; (6) [Student Name]'s behavior since the expulsion, including prospects for remediation; and (7) the degree of cooperation and support that has been and will be provided to [Student Name] by the parent/guardian.

If there is any additional information you would like the committee to consider, please forward it to me no later than [date]. In addition, the committee may wish to meet with you and [Student Name] before it provides its recommendation to the Board. A representative of the committee may contact you to arrange such a meeting.

The Board will consider [Student Name]'s petition and the committee's recommendation at its meeting scheduled for [date] at [time]. You and [Student Name] are encouraged to attend this meeting and should be prepared to address the Board at the meeting. Under the Michigan Open Meetings Act, you have the right to have the Board deliberate about its decision in closed session and to not disclose personally identifiable information about [Student Name] to the public. If you would like the Board's deliberations to occur in closed session, please contact me before the scheduled meeting date. The Board's decision is final.

If you have any questions, please contact me.

Sincerely,

[Superintendent's Name]

**WAVERLY COMMUNITY SCHOOLS
BOARD RESOLUTION ON REINSTATEMENT OF EXPELLED STUDENT**

A [*Choose regular or special*] meeting of the Board was held in the [*location*], on the [*date*] day of [*month*], [*year*], at [*time*] o'clock in the [*Choose a.m. or p.m.*].

The meeting was called to order by _____

Present: Members _____

Absent: Members _____

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

WHEREAS:

1. On [*date of expulsion*], the Board permanently expelled a student whose identity is known to the Board (the "Student") for a violation of the Student Code of Conduct and as required by the Revised School Code.

2. On [*date reinstatement petition filed*], pursuant to the Revised School Code, the District received a petition for the Student's reinstatement.

3. Pursuant to the Revised School Code and Board policy, on [*date committee appointed*], a committee to review the reinstatement petition was appointed. The Committee was comprised of two board members, one school administrator, one teacher, and one parent.

4. The Committee considered the reinstatement petition and information provided to it by the Student's parents and by the Superintendent.

5. Following its review, the Committee made a recommendation to the Board. The Committee's recommendation was based on consideration of each of the seven factors identified in sections 1311(6)(e) and 1311a(5)(e) of the Revised School Code.

6. At the request of the Student's parents, and as authorized by Sections 8(b) and 8(h) of the Michigan Open Meetings Act, the Board convened in a [*Choose open or closed*] session to consider this matter. The Board thoroughly reviewed and deliberated upon the Committee's recommendation and independently reviewed and deliberated upon all of the information provided to the Committee and to the Board.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. [*If student was expelled for weapon/arson/criminal sexual conduct*] Based upon consideration of the seven factors identified in section 1311(6)(e) of the Revised School Code,

-or-

[If student was expelled for physical assault of employee/volunteer/contractor] Based upon consideration of the seven factors identified in section 1311a(5)(e) of the Revised School Code,

[Insert one of the following]

the Student's petition for reinstatement is denied.

-or-

the Student's petition for reinstatement is unconditionally granted and the Student may return to school on or after *[date]*.

-or-

the Student's petition for reinstatement is conditionally granted effective *[date]*, subject to the following conditions:

- a. *[List Conditions]*
- b. *[List Conditions]*
- c. *[List Conditions]*
- d. *[List Conditions]*

2. Consistent with Section 11a of the Revised School Code, the Board finds that the school's interests and mission are served by this decision.

3. *[Delete if student is not eligible or seeking services under the Individuals with Disabilities Education Act]* Consistent with the Board's action taken this date, administrators shall promptly meet with the Student's parent/guardian to determine those appropriate educational services to which the Student may be entitled under state and federal law.

4. The administration is directed and authorized to implement all terms of this resolution and is delegated all necessary authority to do so.

5. All resolutions or parts of resolutions that conflict with the provisions of this resolution are rescinded.

Ayes:

Nays:

Absent:

Motion Passed:

The undersigned, duly qualified and acting Board Secretary, certifies that the foregoing constitutes a true and complete copy of a resolution adopted by said Board at a [*Choose regular or special*] meeting held on [*date*], the original of which is part of the Board's minutes. The undersigned further certifies that notice of the meeting was given to the public pursuant to the provisions of the "Open Meetings Act" (Act 267, PA 1976, as amended).

[*Secretary's Name*], Board Secretary

[DISTRICT LETTERHEAD]

Delete this text and use hard returns to space for your letterhead

[Date]

[Parent /Student over Age 18/
Emancipated Minor
Home address]

Re: Reinstatement of [Student Name]

Dear [Parent Name]:

The Board considered [Student Name]'s petition for reinstatement and the reinstatement committee's recommendation at its [date] meeting. Following careful deliberation, the Board determined that [Student Name]

Option 1:

is unconditionally reinstated effective [date of return]. Please contact the District to make arrangements to ensure a smooth transition back to school.

Option 2:

is conditionally reinstated. The conditions that the Board imposed are:

- a. [List Conditions]
- b. [List Conditions]

If those conditions are acceptable, please sign the attached form noting your agreement, and [Student Name]'s agreement, to abide by those conditions.

Option 3:

has been denied reinstatement.

The decision of the Board is final. Please contact me if you have any questions.

Sincerely,

[Superintendent's Name]

Additional Signature Block for Option 2 only

I agree that my child and I will abide by the conditions listed above. I understand that my child's reinstatement to school is contingent on satisfaction of the above-listed conditions. Failure to comply with those conditions may result in the immediate revocation of my child's reinstatement.

My signature indicates acceptance of the reinstatement conditions.

Parent/Guardian Name

Parent/Guardian Signature

Parent/Guardian Name

Parent/Guardian Signature

I agree to abide by the conditions listed above. I understand that my reinstatement to school is contingent on satisfaction of the above-listed conditions. Failure to comply with those conditions may result in the immediate revocation of my reinstatement.

Student's Signature

HEARING RIGHTS AND PROCEDURES

Right to a Hearing

Before a student is suspended from school for more than 10 school days or is expelled from school, the student has a right to a hearing. The Superintendent conducts hearings for students who have committed an offense that may result in suspension of less than 60 school days. A removal from school for 60 or more days is an expulsion. The Board of Education conducts hearings for students who have committed an offense that may result in expulsion.

What Is a Hearing?

If, after investigating student misconduct, a school administrator determines that a student engaged in misconduct that should result in either a suspension of more than 10 school days or expulsion, the administrator will refer the matter to either the Superintendent or the Board. Either the Superintendent or the Board will conduct a due process hearing to determine: (1) whether the alleged misconduct occurred and (2) if so, what the appropriate consequence should be.

The student and his or her parent/guardian will be notified in writing at least 3 calendar days before the hearing. The notice will include: (1) a description of the alleged misconduct; (2) the potential disciplinary consequences that may be imposed; (3) the date, time, and location of the hearing; and (4) an invitation to the student and his or her parent/guardian to attend and participate in the hearing.

During the hearing, school administrators will provide a description of the alleged misconduct and an explanation of the facts related to the misconduct. The student and his or her parent/guardian may present evidence and witnesses to demonstrate that the student did not engage in the alleged misconduct or that suspension or expulsion is not the appropriate consequence. The student and his or her parent/guardian may also present evidence of any mitigating factors that the Superintendent or the Board should consider. The student and his or her parent/guardian may be represented by an attorney, or another adult advocate, at their cost.

Although students and their parents/guardians are entitled to due process, student discipline hearings are not “trials.” The student and his or her parent/guardian do not have the right to compel attendance of witnesses or to “cross examine” witnesses. Typical rules of evidence are not followed. A student’s refusal to answer a question or failure to attend a hearing may be considered by the Superintendent or the Board.

Superintendent Hearing

If, following an investigation, a student is recommended for suspension for more than 10 school days but fewer than 60 school days, the Superintendent will conduct the hearing. At least 3 calendar days before the hearing, the Superintendent will provide the student and his or her parent/guardian the written notice described above.

The Superintendent will not suspend the student unless, after the completion of the hearing, the Superintendent is convinced, based on a preponderance of the evidence, that the student committed a violation of the Student Code of Conduct and that, after considering all legally required factors,

suspension is the appropriate consequence. The Superintendent will provide written notification of his or her decision to the student and the student's parent/guardian within 2 calendar days of the hearing.

The student and his or her parent/guardian may appeal the Superintendent's decision to the Board within 3 calendar days from the date the decision is mailed. The Board will consider the appeal at its next regularly scheduled meeting and will affirm, modify, or reverse the Superintendent's decision. The Board will not conduct a new hearing. The Board's decision on appeal is final.

Board Hearing

If, following an investigation, a student is recommended for expulsion, the Board will conduct the hearing. Only the Board may expel a student.

At least 3 calendar days before the Board hearing, the Superintendent or designee will provide the student and his or her parent/guardian the written notice described above.

The hearing will take place at a regular or special Board meeting. The student and his or her parent/guardian may request that deliberations be held in closed session pursuant to section 8(b) of the Michigan Open Meetings Act. The student and his or her parent/guardian must notify the Superintendent before the hearing to request that the deliberations occur in closed session.

The Board will not expel the student unless, after the completion of the hearing, a majority of the Board members are convinced, based on a preponderance of the evidence, that the student committed a violation of the Student Code of Conduct or an offense requiring suspension or expulsion under the Revised School Code and that, after considering all legally required factors, suspension or expulsion is the appropriate consequence. The Superintendent or designee will provide written notification of the Board's decision to the student and his or her parent/guardian within 2 calendar days of the hearing. The Board's decision is final.

Students with Disabilities

Suspension or expulsion of a student with a disability is subject to the rights and procedures guaranteed by state and federal law. Except as otherwise authorized by law, a student with a disability may not be suspended for more than 10 consecutive school days or expelled for conduct that is a manifestation of the student's disability.

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR BOARD MEETING
APRIL 16, 2018**

Report #17-61

FOR ACTION

Subject:

Business Services Contract Extension

Recommendation:

The Superintendent recommends the Board of Education approve a contract extension with Ingham Intermediate School District for the Scope of Services described in the attached Business Services Agreement.

Statement of Purpose:

The purpose of this recommendation is to continue our existing contract for payroll and benefits services.

Background Information:

Effective in October 2015, Ingham Intermediate School District (the "IISD") began providing payroll and benefit services to Waverly Community Schools. Since inception of this contract, there has been a consistent level of attention and service provided to the District due to the capacity of their department and the cross-functionality of its employees. This cross-functionality and capacity is something that was lacking when those services were provided by the District. As a District provided service, turnover in the department could have a significant financial impact on the District and its employees. There is mutual consent by both parties to seek renewal of the contract as per Article 3.2 of the Agreement.

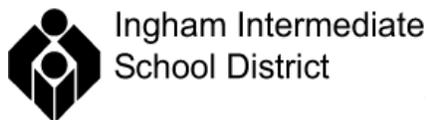
Budget Impact:

The first year cost of the Business Services Agreement is One Hundred Fifty-Five Thousand Five Hundred Ninety-One and No/100 Dollars (\$155,591.00). Each of the two subsequent years include a Three Percent (3%) increase in the contract cost.

Discussion of Options:

The Board may entertain a motion to take one of the following actions:

- 1) Accept the recommendation, as presented
- 2) Reject the recommendation, as presented
- 3) Table the recommendation for further discussion



BUSINESS SERVICES AGREEMENT

This Business Services Agreement (“Agreement”) is by and between Ingham Intermediate School District (“INGHAM ISD”) and Waverly Community Schools (“DISTRICT”), each a party and collectively the “Parties”.

PREAMBLES

- A. Sections 11a(MCL 380.11a) and 601A (MCL380.601a) of the Revised School Code, give INGHAM ISD and DISTRICT authority to exercise powers appropriate to the performance of any function related to the operations of DISTRICT and INGHAM ISD in the interest of public elementary and secondary education in DISTRICT and INGHAM ISD.
- B. Revised School Code Section 627(4) generally authorizes intermediate school districts to provide to constituent districts services that can be accomplished more cost effectively by an intermediate school district, and to charge a fee for such services.
- C. The Parties, after careful consideration, have concluded that INGHAM ISD can furnish DISTRICT business services on a cost-effective basis.
- D. INGHAM ISD is willing to furnish, and DISTRICT desires to receive such services for the consideration and on the terms and conditions stated in this Agreement.

NOW THEREFORE, in consideration of the mutual promises and benefits contained herein, the Parties agree as follows:

ARTICLE I

DESCRIPTION OF SERVICES

- 1.1 **Scope of Services.** INGHAM ISD shall provide to DISTRICT the services set forth in Appendix A, including but not limited to the employment and supervision of all staff necessary to render such services. Appendix A may be amended by agreement of the Parties.
- 1.2 **Services Personnel.** INGHAM ISD shall furnish to DISTRICT the names of all primary personnel to be utilized by INGHAM ISD in connection with the performance of the Services. Personnel assigned by INGHAM ISD to perform Services for DISTRICT shall be qualified.
- 1.3 **Standard of Services.** INGHAM ISD shall assure that the individuals which INGHAM ISD assigns to perform Services for DISTRICT adhere to professional standards and perform all Services in a manner consistent with generally accepted proficiency and competency for the type and nature of Services rendered. In carrying out its role, INGHAM ISD may rely upon information and/or documents received from DISTRICT. INGHAM ISD may also rely upon professional advisors which INGHAM ISD believes to be qualified. INGHAM ISD shall not be liable to DISTRICT for any error in judgment made in good faith but shall only be liable for gross negligence or willful misconduct of its officials or employees.

- 1.4 Compliance with Policies. The individuals assigned by INGHAM ISD to perform the prescribed services to DISTRICT under this Agreement shall make a good faith effort to abide by those policies of DISTRICT which are applicable to performance of Services under this Agreement. DISTRICT shall, at the inception of this Agreement, provide a copy of all relevant and applicable policies and administrative regulations to INGHAM ISD. Additionally, DISTRICT shall provide INGHAM ISD with all relevant policy and administrative regulation changes made subsequent to the inception of this Agreement. Interpretation of DISTRICT policies and administrative interpretations shall be the responsibility of DISTRICT and DISTRICT shall provide written interpretation to INGHAM ISD upon request. If DISTRICT fails to provide relevant documentation, DISTRICT shall hold harmless INGHAM ISD for non-adherence to said policies and administrative regulations.

ARTICLE II

RELATIONSHIP OF PARTIES

- 2.1 Independent Contractor. In the provision of Services, INGHAM ISD shall be regarded at all times as performing Services as an independent contractor of DISTRICT. Consistent with that status, INGHAM ISD reserves to itself the right to designate the means and methods of accomplishing the objectives and purposes of this Agreement and DISTRICT shall not exercise (or have right to exercise) control or direction over the means and methods utilized by INGHAM ISD in providing Services.
- 2.2 INGHAM ISD as Employer. INGHAM ISD shall employ personnel assigned to provide Services to DISTRICT. INGHAM ISD shall be exclusively and solely responsible for compensating, hiring, retaining, evaluating, disciplining, dismissing and otherwise regulating the employment conditions, employment rights, compensation, and other similar matters relative to all individuals whom INGHAM ISD utilizes in connection with providing Services.
- 2.2.1 INGHAM ISD and DISTRICT shall work together to ensure that INGHAM ISD employees are both suitable and meeting DISTRICT needs (See Appendix A).
- 2.2.2 DISTRICT retains the right to request alternative INGHAM ISD employees be assigned to DISTRICT for any INGHAM ISD employees who are assigned to work in DISTRICT on a regular scheduled basis. INGHAM ISD shall make a good faith effort to honor such requests so long as an alternative employee in the same job role is available.

ARTICLE III

TERM OF AGREEMENT AND EARLY TERMINATION

- 3.1 Term. This Agreement shall commence on July 1, 2018 and continue through June 30, 2021.
- 3.2 Renewal. This Agreement can be renewed by written consent of both parties.

- 3.3 Notice of Non-Renewal. Should either party desire to non-renew this agreement at the end of the term, that party shall give the other party a ninety (90) written day notice prior to the end of the Agreement or no later than April 1, 2021.
- 3.4 Breach of Agreement. If either party believes the other is not fulfilling its obligations under this Agreement, such party shall notify the other in writing, citing all alleged breaches. The party alleged to be breaching its contractual obligation shall have thirty (30) days to remedy the cited breach(es). If any cited breach is not remedied within such thirty (30) day period, then the non-breaching party may terminate this Agreement upon thirty (30) days written notice to the other party. Notwithstanding the foregoing, the parties agree that riots, strikes, or act of God which render it impossible on the part of the INGHAM ISD to perform under the terms of this Agreement, shall relieve INGHAM ISD from its obligations of providing service(s) hereunder. In the event of breach of Agreement, fees shall be prorated for the portion of the fiscal year that services were provided. Any amount owed to either Party from the other shall be paid within thirty (30) days of the date of termination of the Agreement.

ARTICLE IV

INVOICE AND PAYMENT

- 4.1 Compensation and Payment. In consideration of the Services provided to DISTRICT by INGHAM ISD under this Agreement, DISTRICT shall pay INGHAM ISD for Services and related expenses as specified in Appendix B.
- 4.2 Invoice Procedure. INGHAM ISD shall submit to DISTRICT on a periodic basis, an invoice for all applicable costs. DISTRICT will provide payment for the invoiced charges within thirty (30) days.

ARTICLE V

INDEMNIFICATION AND INSURANCE

- 5.1 Indemnification. Each of the Parties shall be solely and entirely responsible for its obligations under this Agreement and for the acts and omissions attributable to it, or its officers, employees or agents during the performance of this Agreement. To the extent permitted by law, each Party shall indemnify and hold harmless the other Party from any claims, suits, damages or causes of action, including a defense thereof, arising out of any action or inaction by the other Party, its officers, employees, agents or subcontractors with respect to the Services or this Agreement.
- 5.2 Insurance Certificates. INGHAM ISD shall, upon request, provide DISTRICT with certificates evidencing liability and workers' compensation insurance coverage.

ARTICLE VI

CONFIDENTIALITY/COPYRIGHT

- 6.1 Copyright Compliance. INGHAM ISD shall advise DISTRICT of any and all programs or materials used or recommended for use by INGHAM ISD to achieve Services goals that are subject to any copyright restrictions or requirements.
- 6.2 Confidentiality. INGHAM ISD shall observe the policies and directives of DISTRICT to preserve the confidentiality of DISTRICT records and information, including student records and student record information, to the extent that INGHAM ISD (its employees and agents) are permitted to access such records or information.

ARTICLE VII

NON-DISCRIMINATION

- 7.1 Employment Discrimination. The Parties shall not discriminate against any employee or applicant for employment with respect to hire, tenure, terms, conditions or privileges of employment, or a matter directly or indirectly related to employment, because of religion, race, color, national origin, age, sex, height, weight, marital status or handicap.
- 7.2 Discrimination as Material Breach. Breach of obligations recited in this Article shall be regarded as a material breach of this Agreement.

ARTICLE VIII

MISCELLANEOUS

- 8.1 Meetings and Problem Resolution. Should either party to this Agreement have a concern, problem, suggested improvement, or other matter arising out of the implementation of this Agreement, the party may request a meeting to discuss and address the issue. In addition, it is the intention of these persons to hopefully meet not less than once a year to evaluate implementation of the Agreement and related matters.
- 8.2 Dispute Resolution. In the event that any dispute arises under this Agreement, the parties first agree to submit such dispute to non-binding mediation in an attempt to resolve the dispute. If a mediator cannot be mutually agreed upon, either party may request mediation through the American Arbitration Association. If mediation fails to resolve the dispute, the parties may then agree to binding arbitration; if there is no mutual agreement to utilize binding arbitration, either party may pursue the matter in an appropriate legal form.
- 8.3 Partial Invalidity. The invalidity or unenforceability of any provision or term of this Agreement will not affect the validity or enforceability of any other provision or term of this Agreement.
- 8.4 Compliance with laws/regulations. DISTRICT and INGHAM ISD agree to comply with all Federal, State, and local laws/regulations applicable to them in the performance of this Agreement.

- 8.5 Headings. The headings used in this Agreement are for reference purposes only and shall not be considered to be a substantive part of this Agreement.
- 8.6 Amendments. None of the terms and provisions of this Agreement or Appendices may be modified or amended in any way except by an instrument in writing executed by authorized representatives of INGHAM ISD and DISTRICT.
- 8.7 Non-Assignment. Neither Party may assign this Agreement, nor its rights and duties hereunder, not any interest herein without prior written consent from the other Party.
- 8.8 Entire Agreement. This Agreement constitutes the entire Agreement between the Parties regarding its subject matter and supersedes any prior or contemporaneous understandings or agreements with respect to the Services.
- 8.9 Execution By Counterpart. This Agreement may be executed in one or more counterparts, including facsimile copies, each of which shall be deemed an original, but all of which shall together constitute one and the same Agreement.

ARTICLE IX

AUTHORIZATION

IN WITNESS THEREOF, the parties hereto have caused this Agreement to be executed on the dates indicated below. This agreement is effective July 1, 2018.

On behalf of
Waverly Community Schools

On behalf of
Ingham Intermediate School District

Kelly Blake, Superintendent

Dr. Scott M. Koenigskecht, Superintendent

Date: _____

Date: _____

APPENDIX A**SCOPE OF SERVICES**

INGHAM ISD will provide the following Services to DISTRICT under the terms of this Agreement:

- Payroll
 - Assist with contract computations
 - Verify/input time sheets
 - Input attendance data collected by the DISTRICT
 - Prepare payroll and related reports
 - Issue checks and make direct deposits
 - Make payroll tax deposits
 - Remit applicable employee deductions
 - Complete employee verification requests
 - Prepare monthly, quarterly and annual reports (941, MPSERS, etc.)
 - Prepare W-2 reports
 - Process unemployment claims

- Benefits
 - Assist DISTRICT in managing employee benefit programs, including dissemination of information to employees and enrollment and maintenance of each employee's individual benefit plan
 - Reconcile benefit premium bills and transfer to accounts payable for payment to vendor
 - Implement/administer Flexible Benefit plan to allow insurance co-payments to be done on a pre-tax basis
 - Assist new employees with enrollment
 - Process benefit change requests - open enrollment and/or change of family status as allowable by DISTRICT contract, provider or law.
 - Assist DISTRICT with settlement of employee benefit disputes
 - Assist DISTRICT with long-term disability and life insurance claims
 - Assist DISTRICT with FMLA issues

- Other
 - Maintain databases and files necessary for historical/reporting purposes
 - Retain all records in compliance with the state retention guidelines

DISTRICT responsibilities:

- All Personnel responsibilities
 - Hiring, firing and discipline of all personnel
 - Employee fingerprinting (must be done prior to date of hire)
 - Contract negotiations
 - Register of Educational Personnel (REP)
 - Change of status for personnel such as new hires, changes, terminations and personnel hire/contract information including, but not limited to, employee position and rate of pay
- Complete and/or transfer information to INGHAM ISD in a timely manner including:
 - Annual Personnel Roster with employee assignment(s)
 - Initial employee hire/set-up information (W-4's, retirement information, voluntary deductions, etc.
 - Employee absence reports (including but not limited to sick, vacation, personal time, conference, and bereavement)
 - Time sheets. Due dates shall be provided to DISTRICT by INGHAM ISD annually. INGHAM ISD will cut checks once every 2 weeks. If payroll information is not received by the due date, the employee will be informed that their payroll will be delayed until the next processing date
 - MPSERS salary affidavits where there are service history questions prior to the inception of Ingham ISD Business Services
- Assure compliance with all DISTRICT Board policies and Administrative Regulations, procedures, bidding requirements and all other governing laws and regulations
- Assign and communicate the responsibilities delineated in this agreement to the appropriate DISTRICT staff

APPENDIX B**FEES**

In consideration of the services specified in Appendix A of this Agreement, DISTRICT will pay INGHAM ISD fees as follows:

Business Services Fees for Payroll & Benefits Services

For fiscal year 2018-19	\$155,591
For fiscal year 2019-20	\$160,259
For fiscal year 2020-21	\$165,067

In the event the Parties do not enter into a subsequent agreement for Payroll and Benefit Services, any hours for close out of fiscal matters related to the contract period, including preparation for external audit and working with the DISTRICT'S independent CPA auditors, will be billed at the assigned staff's hourly rate(s).

The fees established in this Agreement do not include the following costs which shall be the responsibility of DISTRICT:

1. Legal fees associated with benefit plan documents, etc.
2. Professional consulting fees as may be deemed necessary by the parties, including costs associated with Affordable Care Act (ACA) compliance.
3. Any continuing contracts or obligations of DISTRICT.

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR BOARD MEETING
APRIL 16, 2018**

Report #17-62

FOR ACTION***

Subject:

Finance Report

Recommendation:

It is recommended the following be approved:

Financial Report:

The cash balance as of February 28, 2018 was \$7,251,928.61. Receipts during March, consisting of property taxes, state aid and other revenues in the amount of \$2,753,721.35 minus disbursements during March of \$5,329,933.60, left the district with a General Fund cash balance, as of March 31, 2018, of \$4,675,716.36, including \$1,500,000.00 from the issuance of a State Aid Note.

On a modified accrual basis, 2017-18 General Fund expenditures/transfers-out exceed revenues/transfers-in by \$1,042,412. A summary of year to date activity in comparison to the original budget is included in the supporting documentation.

On a modified accrual basis, 2017-18 Sinking Fund revenues exceed expenditures by \$69,204. A summary of year to date activity in comparison to the original budget is included in the supporting documentation.

The balance of the 2016 Building and Site, Series II Bonds remaining to be allocated, including \$11,352 of accrued interest, is \$990,116. A summary of life to date activity is included in the supporting documentation

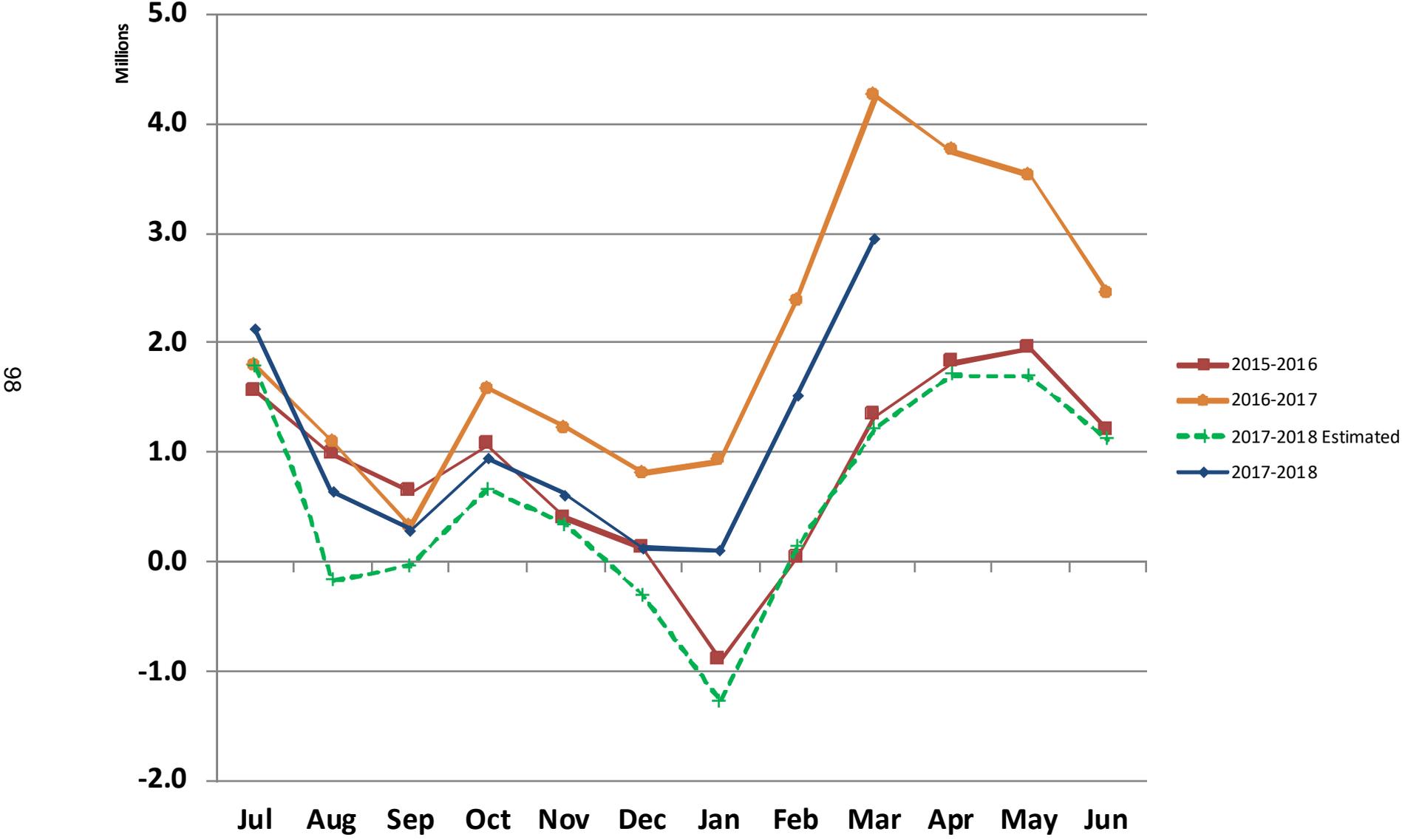
Waverly Community Schools

Finance Committee - Cash Position Report

For the Month Ended March 31, 2018

Balance on Hand February 28, 2018	7,251,928.61
Revenues	
State Aid	1,889,178.37
Taxes	698,866.93
Other Revenue	165,676.05
Interfund Transfers In	-
State Aid Note Proceeds	-
	<u>2,753,721.35</u>
Disbursements	
Payroll and Related Liabilities	(3,720,440.25)
Other Expenditures	(1,608,976.08)
State Aid Repayment	-
	<u>(5,329,416.33)</u>
Prior Month Adjustments During March 2018	(517.27)
Balance on Hand March 31, 2018	<u><u>4,675,716.36</u></u>
PNC Bank - General	4,582,278.72
MILAF	7,499.28
PNC Bank - Payroll	46,966.24
Comerica - Checking	38,972.12
	<u><u>4,675,716.36</u></u>
Difference	-

Waverly Community Schools Cash Flow Analysis (Monthly Lows)



**Waverly Community Schools
Budgetary Comparison Schedule
For the Month Ended March 31, 2018**

	Revised Budget	Actual	Over (Under) Budget	% Available
Revenue				
Local sources	9,255,690	8,969,801	(285,889)	3.1%
State sources	21,275,640	11,831,073	(9,444,566)	44.4%
Federal sources	772,672	239,896	(532,776)	69.0%
Intergovernmental	2,860,627	1,376,836	(1,483,791)	51.9%
Transfers In	75,000	-	(75,000)	100.0%
Total revenue	34,239,629	22,417,606	(11,822,022)	34.5%
Expenditures				
Current:				
Instruction:				
Basic program	15,247,511	10,034,544	(5,212,967)	34.2%
Added needs	4,031,018	2,704,045	(1,326,973)	32.9%
Total instruction	19,278,529	12,738,589	(6,539,940)	33.9%
Support Services:				
Pupil	2,902,641	1,843,226	(1,059,415)	36.5%
Instructional staff	1,426,690	909,658	(517,032)	36.2%
General administration	255,621	228,432	(27,189)	10.6%
School administration	2,397,067	1,734,961	(662,106)	27.6%
Business	504,628	345,495	(159,133)	31.5%
Operations and maintenance	3,479,645	2,507,116	(972,529)	27.9%
Pupil transportation services	991,759	699,060	(292,700)	29.5%
Central	410,775	295,192	(115,583)	28.1%
Other	64,718	55,022	(9,696)	15.0%
Total support services	12,433,544	8,618,162	(3,815,382)	30.7%
Athletics	522,934	396,442	(126,492)	24.2%
Community services	42,416	31,509	(10,907)	25.7%
Non Publics	6,925	5,685	(1,240)	17.9%
Debt service:				
Principal	130,000	65,000	(65,000)	50.0%
Interest	16,850	7,450	(9,400)	55.8%
Capital outlay	598,065	156,371	(441,694)	73.9%
Payments to other public schools	926,178	590,811	(335,367)	36.2%
Total expenditures	33,955,440	22,610,018	(11,345,422)	33.4%
Excess of Revenue (Under)Over Expenditures	284,188	(192,412)	(476,600)	
Transfers Out	850,000	850,000	-	0.0%
Change in Fund Balance	(565,812)	(1,042,412)	(476,600)	
Favorable Expenditure Variance (1.5%)	509,332			
Projected Change in Fund Balance	(56,480)			
Fund Balance - Beginning of year	4,220,636			
Fund Balance - End of year	4,164,156			
				12.3%

Waverly Community Schools
Sinking Fund - Budgetary Comparison Schedule
For the Month Ended March 31, 2018

	Revised Budget	Actual	Over (Under) Budget	% Available
Revenue				
Local sources	815,046	797,893	(17,153)	2.1%
State sources	-	-	-	0.0%
Federal sources	-	-	-	0.0%
Intergovernmental	-	-	-	0.0%
Transfers In	-	-	-	0.0%
Total revenue	815,046	797,893	(17,153)	2.1%
Expenditures				
Current:				
Support Services - Business	-	40	40	0.0%
Support Services - Central	-	-	-	0.0%
Facilities Acquisition, Construction and Improvements:				
Site Acquisition Services	-	-	-	0.0%
Site Improvement Services	439,820	262,798	(177,022)	40.2%
Architecture and Engineering Services	22,825	18,451	(4,374)	19.2%
Building Acquisition and Construction Services	-	-	-	0.0%
Building Improvement Services	447,400	447,400	-	0.0%
Other Acquisition and Construction Services	-	-	-	0.0%
Total expenditures	910,045	728,689	(181,356)	19.9%
Excess of Revenue (Under)Over Expenditures	(94,999)	69,204	164,203	
Transfers Out	-	-	-	
Net Change in Fund Balance	(94,999)	69,204	164,203	
Fund Balance - Beginning of year	765,909			
Fund Balance - End of year	670,910			

Waverly Community Schools
2016 Building and Site Bonds, Series II
Budget Summary
As of March 31, 2018

	Budget	Actual	Encumbered	Balance Remaining
Construction				
Remodeling	838,157	946,155	0	(107,999)
Site Improvements	96,342	228,638	(0)	(132,296)
Technology Infrastructure	-	-	-	-
Construction Base Budget Subtotal	934,499	1,174,793	0	(240,295)
Technology Equipment - Contract				
Interactive Classroom	-	-	-	-
Network Equipment	-	-	-	-
Wireless Network	-	-	-	-
Phone System	-	-	-	-
AV Systems	122,000	58,022	0	63,978
Video Distribution/Video Production	150,000	-	-	150,000
Tech Equipment Contract Subtotal	272,000	58,022	0	213,978
Technology Equipment - Owner PO				
Computers/Mobile Devices	1,162,653	306,087	2,200	854,366
Servers/Backend Systems	35,000	(14,342)	-	49,342
Printers	-	-	-	-
AV Equipment	53,350	60,836	2,450	(9,936)
Non-Instructional Equipment (from FFE)	-	-	-	-
Tech Equipment Owner PO Subtotal	1,251,003	352,581	4,650	893,772
District				
Loose Equipment (Furniture & Transportation)	701,452	758,181	12,218	(68,948)
Project Contingency	-	-	-	-
Owner GC/Contingency/Issuance Costs	253,453	30,903	-	222,550
Field General Conditions	-	18,992	-	(18,992)
Architect	40,625	10,739	-	29,886
Tech Design/Construction Mgr	46,968	117,024	-	(70,056)
District Subtotal	1,042,498	935,839	12,218	94,440
Totals	3,500,000	2,521,236	16,869	961,896

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR MEETING
APRIL 16, 2018**

Report #17-63

FOR ACTION

Subject:

Amendment to the Waverly Community Schools Cafeteria Plan

Recommendation:

The Superintendent recommends the Board of Education approve the resolution to amend the Waverly Community Schools Cafeteria Plan, effective as of July 1, 2018 and authorize the Superintendent to execute each amendment.

Statement of Purpose:

The amendments to the plan would align the plan year of the Section 125 plan to the Medical Benefit Plan year for all employees, with the exception of the Teamsters local 243. Additionally, the amendments would coordinate the maximum benefits under the Health Care Flexible Spending Account Plan with the IRS maximums.

Background Information:

The District has collectively bargained with its Employees' representatives to implement a high deductible health plan (HDHP) option along with Employer and Employee health savings account (HSA) contributions effective as of January 1, 2014. The Medical Benefit Plan year for both the HDHP and traditional health plans begin on January 1, however, our Plan year for the Section 125 Cafeteria Plan is July 1. Employees may miss out on some tax advantages of participating in the Cafeteria Plan during open enrollment if they make a health insurance change during the health insurance open enrollment.

Budget Impact:

Not applicable

Discussion of Options:

The Board has the following options:

- 1) Approve the resolution to amend the Waverly Community Schools Cafeteria Plan
- 2) Reject the resolution to amend the Waverly Community Schools Cafeteria Plan
- 3) Table the recommendation for further discussion

**Resolution Adopted by the Board of Education
of the
Waverly Community Schools
(the “District”)**

The following are Resolutions of the Board of Education of the District, duly adopted and binding on the District, and made effective the _____ day of _____, 2018.

The undersigned Secretary of the Board attests that the Board of Education of the District approved the following:

Proposed Amendments to the District’s restated cafeteria plan, and its constituent Benefit Plans, were placed before the Board. The purposes of these amendments are to change the Plan Year of the Plan to the calendar year, so that the Plan Year coincides with the contract year of the policies that provide the District’s group health insurance coverage, and to coordinate the maximum Benefit under the Health Care Flexible Spending Account Plan with the maximum dollar amount under Section 125(i) of the Internal Revenue Code.

Resolutions

Therefore, upon a motion duly made and approved by the Board of Education, the following resolutions were adopted:

RESOLVED: That the Waverly Community Schools’ Board of Education hereby approves and adopts (i) the Fourth Amendment to The Restated Waverly Community Schools Cafeteria Plan, (ii) The First Amendment to the Restated Waverly Community Schools Health Care Flexible Spending Account Plan, and (iii) The First Amendment to the Waverly Community Schools Dependent Care Assistance Plan, all effective as of July 1, 2018; and

FURTHER RESOLVED: That Superintendent of the District is authorized to execute the proposed amendment, and all ancillary and related documents which may be necessary or advisable to carry out the Board’s intent, and to take such actions on an ongoing basis as may be necessary or advisable to maintain the tax favored status of the Plan under federal, state or local law, including but not limited to executing amendments and filing any required reports and returns with the proper authorities.

ATTEST:

, Board Secretary

FOURTH AMENDMENT TO
THE RESTATED WAVERLY COMMUNITY SCHOOLS
CAFETERIA PLAN

The Waverly Community Schools, a Michigan governmental entity (the “Employer”), having approved and adopted the Restated Waverly Community Schools Cafeteria Plan (the “Plan”) effective July 1, 2005, and having previously amended the Plan effective January 1, 2014, July 1, 2014, and January 1, 2017, does hereby approve and adopt this Fourth Amendment to the Plan, effective as of July 1, 2018.

WHEREAS, the Employer wishes to amend the Plan to modify the Plan Year.

NOW, THEREFORE, the Employer hereby adopts this Fourth Amendment to the Plan, effective July 1, 2018, as follows:

1. Section 2.21 of the Plan is amended in its entirety to read, as follows:

2.21 Plan Year -- On and after January 1, 2019, the Plan Year shall be the calendar year. As such, the Plan Year beginning as of July 1, 2018 shall be shortened and shall expire on December 31, 2018, and the next twelve (12) month Plan Year shall commence as of January 1, 2019.

2. Except as specifically affected by this Fourth Amendment, all terms and provisions of the Plan, as previously amended, shall remain in full force and effect, the same and unchanged.

IN WITNESS WHEREOF, the Employer has caused this Fourth Amendment to be executed on the ____ day of _____, 2018.

WAVERLY COMMUNITY SCHOOLS
a Michigan governmental entity

By: _____

Its: Superintendent

FIRST AMENDMENT TO
THE RESTATED WAVERLY COMMUNITY SCHOOLS
DEPENDENT CARE ASSISTANCE PLAN

The Waverly Community Schools, a Michigan governmental entity (the “Employer”), having approved and adopted the Restated Waverly Community Schools Dependent Care Assistance Plan (the “Plan”) effective as of July 1, 2005, does hereby approve and adopt this First Amendment to the Plan, effective as of July 1, 2018.

WHEREAS, the Employer wishes to amend the Plan to modify the Plan Year.

NOW, THEREFORE, the Employer hereby adopts this First Amendment to the Plan, effective July 1, 2018, as follows:

1. Section 2.18 of the Plan is amended in its entirety to read, as follows:

2.18 Plan Year -- On and after January 1, 2019, the Plan Year shall be the calendar year. As such, the Plan Year beginning as of July 1, 2018 shall be shortened and shall expire on December 31, 2018, and the next twelve (12) month Plan Year shall commence as of January 1, 2019.

2. Except as specifically affected by this First Amendment, all terms and provisions of the Plan, as previously amended, shall remain in full force and effect, the same and unchanged.

IN WITNESS WHEREOF, the Employer has caused this First Amendment to be executed on the _____ day of _____, 2018.

WAVERLY COMMUNITY SCHOOLS
a Michigan governmental entity

By: _____

Its: Superintendent

FIRST AMENDMENT TO
THE WAVERLY COMMUNITY SCHOOLS
HEALTH CARE FLEXIBLE SPENDING ACCOUNT PLAN

The Waverly Community Schools, a Michigan governmental entity (the “Employer”), having approved and adopted the Waverly Community Schools Health Care Flexible Spending Account Plan (the “Plan”) effective as of July 1, 2014, does hereby approve and adopt this First Amendment to the Plan, effective as of July 1, 2018.

WHEREAS, the Employer wishes to amend the Plan to modify the Plan Year and to modify the annual benefit limit.

NOW, THEREFORE, the Employer hereby adopts this First Amendment to the Plan, effective July 1, 2018, as follows:

1. Section 2.18 of the Plan is amended in its entirety to read, as follows:

2.18 Plan Year -- On and after January 1, 2019, the Plan Year shall be the calendar year. As such, the Plan Year beginning as of July 1, 2018 shall be shortened and shall expire on December 31, 2018, and the next twelve (12) month Plan Year shall commence as of January 1, 2019.

2. Section 5.1 (**Dollar Limit on Benefits**) is hereby amended by deleting “\$2,400” and inserting in its place the following:

“...the maximum dollar limit permitted under Code Section 125(i)(1), adjusted for inflation as provided under Code Section 125(i)(2).”

3. Except as specifically affected by this First Amendment, all terms and provisions of the Plan, as previously amended, shall remain in full force and effect, the same and unchanged.

IN WITNESS WHEREOF, the Employer has caused this First Amendment to be executed on the _____ day of _____, 2018.

WAVERLY COMMUNITY SCHOOLS
a Michigan governmental entity

By: _____

Its: Superintendent

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR BOARD MEETING
April 16, 2018**

Report #17-64

FOR ACTION

Subject: Extended Field Trip

The Superintendent recommends the Board of Education approve an extended field trip to Quebec City, Canada in June of 2018 for approximately 5 days (June 21st – June 25th), missing no school. This has been submitted by Amy Parson – Waverly High School Language Teacher and staff member since 2004. Only students that are Juniors or Seniors were invited. There are a total of 7 students committed to going as well as 1 parent chaperone. The focus of the trip is for students to practice their French and absorb the culture and history of Quebec.

PROPOSAL FOR OVERNIGHT/EXTENDED STUDENT TRIPS

Type of Trip Educational Trip to Quebec City, Canada
 Proposed Departure Date June 21, 2018 Return Date June 25, 2018
 Proposer Amy Parsons Position Teacher
 Date by which response is needed _____ Proposal Date Apr. Mar. 8, 2018

A. Purpose

1. What is the major place to be visited or event to be attended?

Quebec City, Quebec

2. How is the trip related to the educational program of the District?

French is the primary language spoken in Quebec. Students will be able to practice their spoken French + absorb the culture + history of

3. In what ways will the students benefit?

- Practice speaking French Quebec.
 - Learn about Quebec's rich history + culture

4. In what ways will the District benefit?

Travel opportunities for students are a major draw for parents + they get students excited to learn + apply what

5. How will the trip be evaluated to determine the extent to which these benefits were realized?

Conversations with students they've learned.
 Re: how the trip went, aspects they liked/didn't like, etc.

B. Students and Staff

1. Which students, (grade, class, or organization), will be going?

Students in French 3/4 were invited (so only Jrs + Seniors).
 A total of 7 students committed to going on the trip, as well as 1 parent.

B. Students and Staff (cont'd)

2. How many students in total?

7

3. How many students are currently experiencing academic problems?

None.

4. Which staff member will be in charge?

Amy Parsons, French teacher
(Worked at Waverly since 2004)

5. What previous experience has the staff member had in conducting overnight or extended field trips?

I've done a trip to France w/ students
in 2013. I've done this trip to Quebec
2 other times with smaller groups of
students.

6. What other staff members will be going?

None.

7. How many chaperones, in addition to staff members, will be going?

2 - 1 parent and 1 close friend
of mine who I've known 25+ years.

8. What are their names and affiliations with the students?

Joe Hicks - parent of Becca Hicks.
Rebecca Morningstar - A friend of
mine (Parsons) whom I've known since

9. How many school days will be missed? Grade 4.

Zero -
Our trip is in June.

10. How will teachers be advised in advance that the students will be out of school?

N/a

C. School Work

1. How will missed work be made up?

N/a

2. What special assistance will be provided students with academic problems?

N/a

D. Itinerary

1. What is the destination?

Quebec City

2. What will be the mode of transportation? What liability insurance does the carrier have?

1. Carpool to Windsor
2. Train from Windsor to Quebec City
3. Walking within city
4. Bus tour for a 1/2 day excursion

3. Where will the group be housed and fed?

Housing - Hotel du Vieux Quebec
Meals - Breakfast provided by hotel,
all other meals bought in town

D. Itinerary (cont'd)

4. What enroute or supplementary activities are planned?

A Bus tour to a copper museum, waterfalls,
Chocolate Shop.

5. What arrangements have been made for dealing with emergency situations?

I will have all parent contact information

6. If tour guides are involved, what liability insurance do they carry?

E. Finances

1. What is the estimated total cost and cost per student?

\$850 plus meals + spending money

2. What is the source of funds?

Paid for by the students

3. How will the funds be collected and safeguarded?

- Students submit train + bus tour money
to me at the end of April + I pay for that
with my credit card. - Students bring
hotel money with them on the trip + pay for
that when they check in.

4. How will any shortfall be made up or excess funds used?

N/A

5. What provision has been made for students who are financially unable to pay any necessary costs?

N/A - it's a ~~one~~ voluntary trip

F. Communications

1. How will you communicate to parents prior to, during, and after the trip?

Prior - I've been emailing parents with updates

During - If they need to contact me, they will have my number. They will also have their child's number.

After - Any parent who wants to follow up after the trip can do so through email.

2. List telephone numbers at destination and where group will be housed.

Parsons' cell - 517 862 9241

Hotel phone - 1-418-694 0106
(Hotel Champlain)

3. What information will be provided to the media and the community?

None unless you want me to.

APARSONS
Signature of the Requestor

3-9-18
Date

Approved:

G/K 7/12

Principal

3-16-18
Date

Superintendent

Date

Board of Education

Date

9/26/11

**WAVERLY COMMUNITY SCHOOLS
BOARD OF EDUCATION
REGULAR BOARD MEETING
MAY 15, 2017**

Report #17-65

FOR ACTION

Subject:

Ingham Intermediate School District (IISD) General Education Fund 2018-19 Proposed Budget

Recommendation:

The Superintendent recommends the Board of Education support the IISD Budget Resolution as presented in the support material.

Statement of Issue/Purpose:

Section 624 of the Revised School Code, as amended, requires the intermediate school district to submit its budget to the local school boards on or before May 1st of each year. The local school districts must do the following on or before June 1 st: 1) review the proposed intermediate school district budget; 2) adopt a resolution expressing the board's support for or disapproval of the proposed budget; and 3) if the Board disapproves of the budget, submit to the intermediate school board any specific objections and proposed changes the constituent board has to the budget.

Budget Impact:

None.

Background Information:

Due to amendments to the school code regarding the general election funds of state Intermediate School Districts, it is necessary for the constituent districts of each ISD to either support or disapprove that ISD's budget. Board members received a packet of information from the IISD prior to the May 1st deadline pertaining to the IISD's budget.

Discussion of Options/Alternatives:

The Board is required by Section 624 of the Revised School Code to take action either supporting or disapproving the proposed budget. The Board may choose to disapprove the proposed budget and submit to the intermediate school board any specific objection and proposed changes it has to the budget.

Rationale for Recommendation:

IISD offers many programs and services to support its local districts and students in our service area.

Ingham Intermediate School District

Inspiring Innovation One Learner at a Time

2018-19 Proposed General Fund Budget



How We Help

Ingham ISD offers many programs and services to support local districts and students in our service area.

[How We Help](#) provides an overview of our programs and services.

Ingham Intermediate School District is pleased to provide this information regarding our 2018-19 Proposed General Fund Budget. A wide variety of programs and services to support our constituent districts are encompassed within our General Fund Budget. Ingham Intermediate School District (ISD) is focused on assisting districts in their efforts to increase student achievement and on creating and supporting collaborative programs and services.

Ingham ISD operates three funds: General Education, Special Education and Career Services and Technical Education. [Public Act 234 of 2004](#) mandates that local district boards of education adopt a resolution either in support or disapproval of Ingham ISD's General Fund Budget. The information in this report is designed to assist you as a board member in this process.

We strive to provide programs and services to support our efforts toward fulfilling our Mission, which is to serve and lead through collaboration, innovation, and advocacy. Our budget resource allocations also support our Vision that Ingham ISD, in partnership with stakeholders, will transform our community by fostering the success of all learners in preparation for college, work, and life.

For more information, follow the [highlighted links](#) where indicated throughout this report.



Ingham Intermediate School District

www.inghamisd.org



Table of Contents

General Fund Budget Overview and Focus	3-4
General Fund Budget	5-7
Proposed Budget	5
Total Revenue	6
Total Expenses	7
Programs and Services Supported by General Fund	8-12
Next Steps and Responsibility	13

115



For more information, follow the [highlighted links](#) where indicated throughout this report.



Ingham ISD General Fund Overview

Ingham ISD's General Fund Budget supports our Mission and Vision in many different ways. Our programs and services are provided in collaboration with districts and are focused on individual-district needs. Our General Fund Budget totals approximately \$32 million and encompasses:

Instructional programs ([see page 8](#))

- Alternative education programs
- Substitute consortium

Instructional supports to districts to improve student outcomes ([see pages 9-10](#))

- Multi-Tiered System of Supports (MTSS)
- Content-area supports for literacy, behavior, and Science, Technology, Engineering and Math (STEM)
- School improvement
- Student instructional data systems and supports for the use of data
- Training and coaching

Early childhood initiatives to ensure school readiness ([see page 11](#))

Collaborations with districts to maximize resources ([see pages 11-12](#))

- General education transportation consortium
- Technology services
- Business services
- Communication services
- Software consortiums
- Cooperative purchasing
- Technology wide area network and internet bandwidth

The following pages and related links provide additional information regarding the Ingham ISD General Fund Budget.



Focus on Increasing Student Outcomes

Ingham ISD is committed to continuing our collaborative work with districts to increase outcomes for all students in our service area. Our support includes planning with districts for services, training, and professional development, which focuses on individual district needs and is aligned to building-level and district School Improvement Plans. One area of emphasis in the Ingham ISD General Fund Budget is our early childhood efforts to ensure school readiness and family and community involvement, which are critical for subsequent school success.

Our collaboration utilizes a Multi-Tiered System of Supports (MTSS), for early childhood pre-K through grade 12, to improve student outcomes. MTSS is the practice of providing high-quality instruction matched to students' needs and levels of performance to make instructional decisions. This framework is data-driven, research-based and there is evidence that utilizing key practices within an MTSS model increases achievement and improves outcomes for students.

In collaboration with our districts, we are committed to an "All Education" model that encompasses early childhood, general education, special education and career and technical education. To that end, we support the following practices:

117

- Support the development of infrastructures that establish effective, sustainable systems
- Provide technical assistance supports for school leadership and teaching staff
- Utilize evidence-based curriculum and instructional practices
- Utilize data for continuous improvement and problem solving
- Collect universal screening and progress monitoring data to identify student needs
- Provide support for Positive Behavior Intervention Support (PBIS) and for academics
- Provide targeted professional development and coaching opportunities including those that are job-embedded
- Support parents, and family and community involvement

This system of data-driven instructional support for all students will continue to evolve as districts fully implement the essential components of MTSS and align these practices with their School Improvement efforts to increase student achievement, as well as more fully implement these practices in early childhood settings. Based on identified district needs, Ingham ISD continues to sustain and/or adjust programs and services within the areas of curriculum, instruction and assessment, as well as provide support for instructional data/technology.

Our budget strives to leverage our General Fund resources and deploy staff to continue this collaborative work with our constituent districts, families, and community. These supports include a structured, professional development coaching process that is customized to each district's needs.



General Fund 2018-19 Proposed Budget

	<u>2017-18 Revised</u>	<u>2018-19 Proposed</u>	<u>Increase/ (Decrease)</u>
Revenue	31,474,559	31,853,211	378,652
Expense	<u>31,196,605</u>	<u>31,761,655</u>	<u>565,050</u>
Excess Revenue (Expense)	277,954	91,556	(186,398)
Beg Fund Balance	<u>3,280,274</u>	<u>3,558,228</u>	<u>277,954</u>
End Fund Balance	<u><u>3,558,228</u></u>	<u><u>3,649,784</u></u>	<u><u>91,556</u></u>

Program and service descriptions are on pages 8-12.

Budget Highlights

The Ingham ISD General Fund Budget represents a diverse collection of instructional programs, support services and outgoing transfers, which are described on the following pages and related links. These diverse programs and services are supported by a set of equally diverse funding sources.

The 2018-19 proposed budget includes revenue of \$31.8 million, expenditures of \$31.7 million and an ending fund balance of \$3.6 million. The 2018-19 excess of revenues of \$91,556 compares with 2017-18 revised budget excess revenue of \$277,954. The 2017-18 revised budget excess revenue was an improvement over the original budget, which incorporated excess expenses of \$419,184. The significant positive adjustment during the current year was the result of a decision to not fill several positions that were included in the original budget and became vacant this year. The 2018-19 proposed budget assumption is to not fill these vacant positions, which continues the positive budget impact into next year.

The majority of General Fund programs and services have a designated revenue source or fees, and this restricted revenue category has increased in recent years along with related and offsetting expenditures. A relatively small proportion of the General Fund programs and services is funded by undesignated sources.



General Fund Revenue - \$31.8 million

State - \$10.8 million

Early Childhood	\$8.00
State Aid Sec. 81 ISD Operations	1.50
State Aid Sec. 147(c) MPSERS	.60
Other	.70

Local - \$6.6 million

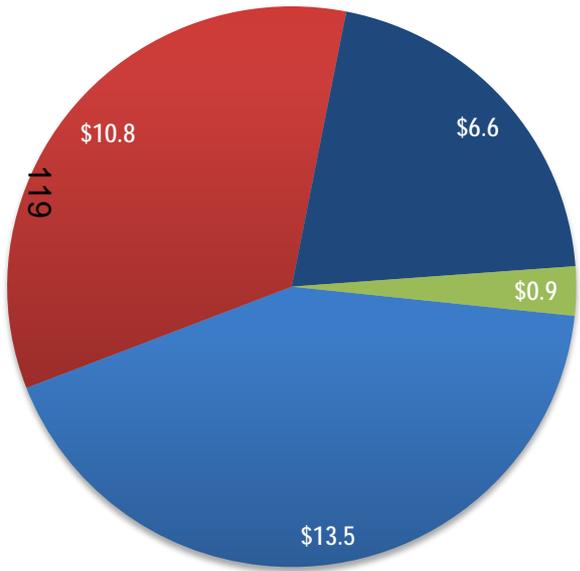
District Business, Technology and Communication Services	\$2.10
Property Taxes	1.80
REMC Statewide Coop Purchasing	1.40
Instructional Improvement	.50
Ingham Academy	.60
Other	.20

Federal - \$0.9 million

Title I, Priority & Focus Schools	\$0.70
Early Childhood	.20

Incoming & Other - \$13.5 million

General Education Transportation	\$6.30
Central Michigan Substitute System	4.10
The Early College at LCC and HSDCI	1.70
Ingham Academy	.50
Student Instructional Services, MTSS	.30
REMC 13	.20
Student Data and Assessment Software	.10
StarNET Wide Area Network	.10
Student Management Software	.10
Other	.10



Program and service descriptions are on pages 8-12.

Revenue Highlights

Budgeted total revenue for 2018-19 is \$31.8 million, an increase from the \$31.5 million 2017-18 revised budget. General Fund revenue sources include property taxes, state aid, fees for programs/services and grants. A significant portion of revenue is restricted for specific programs or grants and is not available for discretionary general appropriations.

The primary unrestricted revenue sources for the General Fund are property taxes and state aid section 81. Property taxes contribute \$1.8 million in revenue and are based on a levy of 0.20 mills. The ISD General Fund levy is an allocation from Ingham County's authorized millage. This past fall, voters passed a ballot proposal to restore the County's tax levy that had been reduced by Headlee rollback. This passage allowed the ISD millage to be restored to 0.20 mills from 0.19 mills. The budget also assumes a 2 percent increase in property tax revenue from projected taxable value increases. State aid section 81 revenue totals \$1.5 million and is budgeted at the same level as the current year.

The majority of the revenue is restricted and relates directly to a specific expenditure. Examples include instructional programming at Ingham Academy, early childhood programs and services, regional substitute consortium, local district transportation, technology, business, and communication services. As the revenue for these restricted items increases or decreases, there is also an increase or decrease in the related expenditure.



General Fund Expense - \$31.7 million

Instructional Programs - \$6.9 million

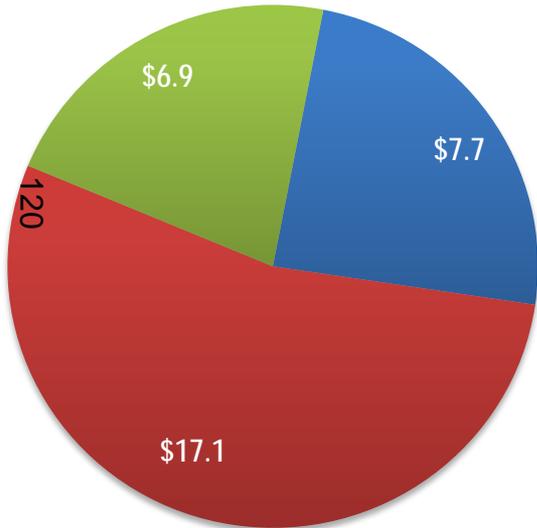
Central Michigan Substitute System	\$4.10
The Early College at LCC and HSDCI	1.70
Ingham Academy	1.00
Core Math Curriculum and Other	.10

Outgoing & Other - \$7.7 million

Early Childhood	\$6.50
REMC Statewide Coop Purchasing	.60
Central Michigan Substitute System	.20
Capital Projects Fund Transfers	.20
Other	.20

Support Services - \$17.1 million

General Education Transportation	\$6.40
Student Instructional Services, MTSS	2.60
Early Childhood	1.80
Administrative Services and Support	1.60
Technology Services	1.70
Instructional Data, Software and Analysis	1.00
REMC 13 & Statewide Cooperative	1.00
Business Services	.50
StarNET Wide Area Network	.20
Pupil Accounting & Truancy	.20
Communication Services	.10



Program and service descriptions are on pages 8-12.

Expense Highlights

General Fund expenditures include a wide variety of programs and services, as noted on this graph. Expenses for 2018-19 are budgeted at \$31.7 million, an increase from the \$31.2 million 2017-18 revised total expense.

As noted in the Revenue Highlights, the majority of expenditures for this fund have specific and designated revenues. As these designated revenues increase or decrease, there is an offsetting change in the related expenditures.

The proposed budget includes staffing at the same level as the current year. Salary and benefit assumptions include 1 percent schedule increase, a step increase, and health care hard cap and retirement increases at the respective statutory rates. Expenditure increases were recorded for the general education transportation consortium, early childhood Great Start Readiness Program, and the statewide purchasing cooperative, which all have revenue offsets. Decreases in expenses include removing a one-time expense in the current year to upgrade StarNet wide area network software. Budget adjustments were also recorded for various grants to reflect expected grant funding.

The 2017-18 revised budget expenses were decreased from the original budget to exclude three positions that became vacant during the year and not filled due to uncertainty of future grant funding. The 2018-19 proposed budget assumes these positions remain unfilled. Other current year revisions include expense and revenue for expanded technology services, and alternative education program enrollment decreases.



Programs and Services Supported by Ingham ISD's General Fund

Instructional Programs

Central Michigan Substitute System **\$4.3 million***

Ingham ISD, along with Clinton County RESA, Eaton RESA and Shiawassee RESD, provides a regionalized substitute teacher system to identify and contract substitute teachers for participating districts.

Ingham ISD provides coordination, contract administration and billing for districts.

The Early College at Lansing Community College **\$1.4 million**

The Early College at Lansing Community College (LCC) is a three-year program that provides high school students an opportunity for early entry to a higher education environment. Students can earn a post-secondary credential, up to 60 college credits, or an associate degree focused in Science, Technology, Engineering and Mathematics (STEM).

High School Diploma Completion Initiative (HSDCI) **\$0.3 million**

HSDCI is a partnership between Ingham ISD and LCC offering an alternative path to graduation for students who need a different environment to complete their high school diploma. Students are able to earn high school and college credit concurrently.

Ingham Academy **\$1.0 million**

Ingham ISD partners with the Ingham County Board of Commissioners and the Circuit Court to provide an alternative day-school offering for adjudicated youth that provides educational and behavioral support.

Ingham Academy is funded by state aid with the remaining cost billed to the Circuit Court.

Math Curriculum and other **\$0.10 million**

A focus of the General Fund is working with districts to improve student math achievement. Ingham ISD conducted a collaborative review with districts that led to a cooperative purchase. The Ingham ISD General Fund Budget includes a 10 percent offset of local districts' GO Math!® curriculum purchases. Student Instructional Services staff are working closely with ten districts on training and implementation. See literacy and math services noted on next page.

Other expenses in this category include support for Gifted and Talented enrichment opportunities. Ingham ISD works cooperatively with local school districts, Lansing Community College, and Michigan State University to provide challenging education enrichment opportunities for students and to provide support services for gifted and talented programs and services operated in local districts.

* Note: budget amounts on pages 8-12 reflect total of expenditures in all categories.



Programs and Services Supported by Ingham ISD’s General Fund

Student Instructional Services (SIS), MTSS \$2.7 million*

Multi-Tiered System of Supports (MTSS)

Ingham ISD, in collaboration with our constituent districts, is committed to implementing the essential, research- and evidence-based practices of MTSS to increase achievement for all pre-K-12 students. Specifically, Ingham ISD supports stakeholders in the following ways:

Data Review

Ingham ISD provides training and facilitation for ongoing data reviews, utilizing a problem-solving process at the grade, building, and district level.

English Language Arts (ELA) Steering Committee

The ELA Steering Committee provides a platform and opportunity for literacy educators in the service area to learn about and implement the essential evidence-based literacy practices within an MTSS framework. The emphasis of this work focuses on four core areas: collaboration, professional development, assessment/data and research-based practices.

Early Warning Systems and Positive Behavioral Intervention & Support (PBIS)

Ingham ISD supports the collection and analysis of K-12 early warning indicators. Training and technical support are delivered for the implementation of school-wide and classroom PBIS systems.

Literacy and Math

Ingham ISD provides customized support, preK-12, for evidence-based curriculum, assessment and instructional practices within the universal tier and for supplemental and intensive support.

Survey of Enacted Curriculum

In collaboration with the University of Wisconsin, Ingham ISD provides training and support in the use of The Surveys of Enacted Curriculum (SEC) to assist district/school leadership and teachers in aligning instruction to the Common Core.

Science, Technology, Engineering, and Mathematics (STEM)

Ingham ISD provides training, support and technical assistance for implementing an integrated curriculum aligned with the [Next Generation Science Standards](#), as well as engineering design practices preK-12.

Project Practice

Ingham ISD provides job-embedded professional development and coaching, for teachers, targeting high impact and evidence-based instructional strategies, utilizing a teacher coach mentor/mentee model. The model builds capacity among schools by training teachers how to collaborate to ensure evidence-based strategies are implemented in every classroom.

School Improvement and [Priority](#) and [Focus Schools](#)

Technical assistance and support are provided to identified schools consistent with our MTSS framework for Michigan’s required continuous school improvement model.

* Note: budget amounts on pages 8-12 reflect total of expenditures in all categories.



Programs and Services Supported by Ingham ISD’s General Fund

Student Instructional Services (Continued)

[New Teacher Professional Learning Community \(PLC\)](#)

New teachers participate in a PLC series and have the opportunity to network and collaborate with colleagues and Ingham ISD consultants. The 10-session series centers on a variety of student-focused topics and facilitates professional growth. Among the topics explored are explicit instruction, PBIS and instructional technology.

Linking Walks/Literacy Across the Disciplines (LAD)

Educators observe each other’s teaching through classroom learning walks and provide feedback, particularly about students’ level of engagement.

↳ Multi-disciplinary implementation teams have regular, facilitated meetings to learn high-yield reading strategies.

[Michigan Integrated Behavior Learning Support Initiative \(MiBLSi\)](#)

Ingham ISD partners with the state’s MiBLSi initiative to support consensus, infrastructures, and implementation of an MTSS framework.

Leadership Academy

Leadership Academy is provided on a monthly basis for our constituent districts’ administrators and leadership teams. It provides a facilitated professional learning community that focuses evidence into action for school-based leaders.

Effective school leaders leverage their high impact leadership practices. Skilled leadership is supported to help teachers and school leaders link their account of their own teaching and leading (e.g., practices being implemented, sources being used, activities planned, etc.) to its actual impact on all student learning and teaching.

This professional learning opportunity is aligned to current practices such as educator evaluation, and to create supports to improve student literacy outcomes and meet the requirements of the 3rd grade reading legislation.



Programs and Services Supported by Ingham ISD's General Fund

Early Childhood Programs

\$8.3 million*

Early Childhood

Ingham ISD provides Early Childhood administrative support and coordination for the implementation of a comprehensive continuum of early childhood programs and services for children from birth to age eight and for their families. Through facilitation of the Ingham Great Start Collaborative (GSC), Ingham ISD guides local districts, human service agencies and families in the development, implementation and sustainability of an ISD-wide early childhood education and care system. The majority of these activities are grant funded and support core implementation of the GSC and the Great Start Parent Coalitions (GSPC).

Great Parents, Great Start (GPGS)

Ingham ISD provides a parent involvement and education program that offers personal visits, developmental screenings, playgroups and connections to community resources for families with children, birth to kindergarten, to improve school readiness.

Great Start Readiness Program (GSRP)

Ingham ISD operates the consortium in coordination with local districts, public school academies, and community grantees, which provides eligible, at-risk four-year olds with preschool programming.

Instructional Data, Software & Analysis

\$1.0 million

Data, Systems and Analysis Team (DSA)

The DSA team assists district stakeholders in the use of data to improve student outcomes. This includes facilitating, collecting, moving, and analyzing data, and making it accessible and actionable. The DSA team also disseminates research, bridges the gap between research and practice, and develops innovative practices by conducting rigorous research. Research is interwoven in DSA and SIS activities by examining the effectiveness of Ingham ISD programs and services.

Student Data and Assessment Software

All twelve districts are part of a student data and assessment software collaboration utilizing Illuminate Education DnA, which helps districts manage and leverage student data and assessments to improve student outcomes.

Student Information Software

Eight districts and Ingham ISD are using PowerSchool as their student information system. Ingham ISD provides application support to seven school districts and hosts PowerSchool for five districts.

Regional Educational Media Center (REMC) \$1.6 million

REMC SAVE

The REMC SAVE (Statewide Aggregated Volume for Education) is provided as a project of the REMC (Regional Educational Media Center) Association of Michigan for all Michigan schools. It is managed through a fiscal agent agreement with Ingham ISD. The project provides large volume contracts for a variety of educational resources. By using REMC SAVE contracts, Michigan schools have saved more than \$670 million since 1990.

Regional Educational Media Center 13 (REMC 13)

This regional collaboration among Ingham ISD, Clinton RESA, and Eaton RESA provides services and instructional resources to REMC members within the service area.

* Note: budget amounts on pages 8-12 reflect total of expenditures in all categories.

124



Programs and Services Supported by Ingham ISD's General Fund

Other

General Education Transportation **\$6.4 million***
 Nine districts take part in a general education transportation consortium formed to provide a cost-effective and quality transportation service option for consortium districts that elect to contract for these services. Four districts have implemented services and other districts are considering future implementation.

Information Technology Services **\$1.7 million**
 Ingham ISD provides a variety of technology support services, including comprehensive technology services for five local districts, network engineering for two districts, and ad hoc services to other districts as needed. In addition, a large and growing number of other technology services are being provided or shared, including Help Desk services, web content filtering, website hosting, data center hosting, VoIP phone system sharing, blended and online learning supports, technology integration, and various instructional resources such as Edgenuity content servers.

Business Services **\$0.5 million**
 Ingham ISD provides comprehensive business services including finance, accounting, purchasing, payroll and benefits, budgeting and reporting services to two local districts and two public school academies, as well as payroll and benefit services to a third local district.

Communication Services **\$0.1 million**
 Ingham ISD provides communication services including media support, crisis management, website support, writing and graphic design to one local district and one regional education service agency.

Pupil Accounting & Truancy **\$0.2 million**
 Ingham ISD assists local districts by conducting Michigan Department of Education required audits to verify the accuracy of pupil membership counts, which determines the amount of state school aid a district receives. Statutorily-required student attendance and truancy services are also provided.

* Note: budget amounts on pages 8-12 reflect total of expenditures in all categories.

Sharing Technology & Academic Resources Network (StarNET) **\$0.2 million**
 StarNET wide area network members (all twelve local districts and Ingham ISD) share resources, including a wide area network and internet bandwidth. Members collaborate on a variety of instructional and other resources, including student information systems, web content filtering, data center hosting, shared application servers (Edgenuity video servers and Meal Magic servers) and other shared technical resources. Cooperative purchasing and sharing of services, such as software for student data and assessment and special education, are also done through StarNET.

Administrative Services and Support **\$1.6 million**
General Fund (Partially Funded)

Ingham ISD's General Fund Budget partially funds programs designed to assist local districts such as district shared administrative services, facilitation and support for board members, curriculum directors, human resources directors, business directors and technology directors, acquisition of grant funds, communication and public information planning, property tax reporting assistance, Schools of Choice data collection and advertising, and purchasing collaborations.

General Fund (Fully Funded)
 Ingham ISD provides programs and services to improve the effectiveness and efficiency of school operations supported by the General Fund. The following programs are supported with the use of Ingham ISD's General Fund dollars: Superintendents' Round Table facilitation, finance software system (MUNIS) and Human Resources employee application system.

Capital Projects Fund Transfers **\$0.2 million**
 The General Fund Budget includes an outgoing transfer to our Capital Projects Fund on behalf of the Ingham ISD Special Education Fund as an allocation of state aid section 81.



Next Steps and Responsibility

Next Steps	Responsibility
Submit 2018-19 General Fund Budget to local districts by May 1.	Ingham ISD
By June 1, adopt a resolution either in support or in disapproval of the General Fund Budget. If disapproved, submit specific objections and proposed changes. Send resolution to Ingham ISD, c/o Superintendent's Office.	Local Districts
Adopt General Fund Budget by July 1.	Ingham ISD

If we can provide additional information please call 517.244.1212 or email moneil@inghamisd.org.



ISD BUDGET RESOLUTION

_____, Michigan (the "District")

A _____ meeting of the board of education of the District was held in the _____ in the District, on the _____ day of _____, 2018, at _____ o'clock in the _____.

The meeting was called to order by _____, President.

Present: Members

Absent: Members

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

WHEREAS:

1. Section 624 of the Revised School Code, as amended, requires the intermediate school board to submit its proposed budget not later than May 1 of each year to the board of each constituent district for review; and
2. Not later than June 1 of each year, the board of each constituent district shall review the proposed intermediate school district budget, shall adopt a board resolution expressing its support or disapproval of the proposed intermediate school district budget, and shall submit to the intermediate school board any specific objections and proposed changes the constituent district board has to the budget.

NOW, THEREFORE BE IT RESOLVED THAT:

1. The board of education has reviewed the proposed intermediate school district budget and has determined that it disapproves of certain portions of the proposed intermediate school district budget which objections, along with proposed changes, if any are set forth on Exhibit A attached hereto and incorporated herein by reference.
2. The superintendent is hereby directed to submit a certified copy of this resolution to the intermediate school board and/or to the intermediate school district superintendent with the specific objections and proposed changes that this board has to the budget no later than June 1, 2018.

3. All resolutions and parts of resolutions insofar as they conflict with the provisions of this resolution be and the same are hereby rescinded.

Ayes: Members

Nays: Members

Resolution declared adopted.

Secretary, Board of Education

The undersigned duly qualified and acting Secretary of the Board of Education of _____, Michigan, hereby certifies that the foregoing is a true and complete copy of a resolution adopted by the Board of Education at a _____ meeting held on _____, 2018, the original of which resolution is a part of the Board's minutes, and further certifies that notice of the meeting was given to the public under the Open Meetings Act, 1976 PA 267, as amended.

Secretary, Board of Education

ISD BUDGET RESOLUTION

_____, Michigan (the "District")

A _____ meeting of the board of education of the District was held in the _____ in the District, on the _____ day of _____, 2018, at _____ o'clock in the _____.

The meeting was called to order by _____, President.

Present: Members

Absent: Members

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

WHEREAS:

- 1. Section 624 of the Revised School Code, as amended, requires the intermediate school board to submit its proposed budget not later than May 1 of each year to the board of each constituent district for review; and
- 2. Not later than June 1 of each year, the board of each constituent district shall review the proposed intermediate school district budget, shall adopt a board resolution expressing its support or disapproval of the proposed intermediate school district budget, and shall submit to the intermediate school board any specific objections and proposed changes the constituent district board has to the budget.

NOW, THEREFORE BE IT RESOLVED THAT:

- 1. The board of education has received and reviewed the proposed intermediate school district budget in accordance with Section 624 of the Revised School Code, as amended, and by the adoption of this resolution, expresses its support for the proposed intermediate school district budget.
- 2. The secretary of the board of education or his/her designee shall forward a copy of this resolution to the intermediate school board or its superintendent no later than June 1, 2018.

3. All resolutions insofar as they conflict with this resolution be and the same are hereby rescinded.

Ayes: Members

Nays: Members

Resolution declared adopted.

Secretary, Board of Education

The undersigned duly qualified and acting Secretary of the Board of Education of _____, Michigan, hereby certifies that the foregoing is a true and complete copy of a resolution adopted by the Board of Education at a _____ meeting held on _____, 2018, the original of which resolution is a part of the Board's minutes, and further certifies that notice of the meeting was given to the public under the Open Meetings Act, 1976 PA 267, as amended.

Secretary, Board of Education