

Board of Education Meeting

Liberty School Board Room
September 28, 2021 at 6:30 PM



AGENDA

Mission

We, the Saline Area Schools, will equip all students with the knowledge, technological proficiency, and personal skills necessary to succeed in an increasingly complex society. We expect that our students, staff, and the Saline Community will share in these responsibilities.

OPENING

1. CALL TO ORDER
2. PLEDGE OF ALLEGIANCE
3. PUBLIC COMMENT

A member of the public may address the Board briefly, for up to three minutes, or request to be scheduled on the agenda of a future meeting. Please note that students will be given priority to speak on any topic. The first public participation portion of the meeting will be limited to one-half hour (30 minutes) normally and limited to agenda items. A second public participation portion will be offered at the end of the agenda to allow for any other comment.

Individuals addressing the Board should take into consideration the rules of common courtesy. The public participation portion of the meeting cannot be used to make personal attacks against a Board Member, District Employee, or Student.

STUDENTS

OTHER PUBLIC STAKEHOLDERS

4. RESPONSE TO PREVIOUS PUBLIC COMMENT

AGENDA

5. **REVISIONS/APPROVAL OF AGENDA**

Items may be added or deleted from the meeting agenda, and/or the order of items may be changed, at the request of an individual Board member or the Superintendent. The agendas must be approved before proceeding further.

RECOMMENDED MOTION . . . move to approve the agenda as printed/revised.

6. **STUDENT SHOWCASE**

Julian Downey, Board of Education Student Representative

- A. **Student Council/Spirit Week**
Emma Driskell

7. **SCHEDULED REPORTS**

- A. **Continue to Learn Plan, 2021/22 School Year**
Superintendent, Steve Laatsch
- B. **Finance Committee Update**
Chair, Trustee Valenti

8. **ACTION ITEMS**

RECOMMENDED MOTION ... to approve the Middle School Gym and Boiler Project at a cost of \$2,983,071.00 to Clark Construction Company and \$169,300 to Kingscott Associates.

RECOMMENDED MOTION ... to approve the Y5-8th grade courses to comply with the Pupil Accounting Manual, as submitted by Kara Davis, Teaching & Learning Team Lead.

9. **DISCUSSION ITEMS**

- A. **Policy Updates, Chair, Secretary Estep**
1. 5517.03 Transgender and Gender Nonconforming Students - 1st Reading
 2. 0174.4 Treasurer (New Policy) - 1st Reading
 3. 0152 Officers (Revision, addition of Treasurer) - Revision Approval

10. **ADMINISTRATION/BOARD UPDATES**

11. **CONSENT AGENDA**

The following are offered as part of the Consent Agenda. The motion noted will allow for the authorization of all listed items, without discussion, unless a member of the Board requests that any one or all be considered individually.

RECOMMENDED MOTION . . . move to authorize the following items as part of the Consent Agenda:

- A. **Approval** of the Board of Education Regular Meeting Minutes of September 14, 2021.
- B. **Approval** of the Board Policy Committee Meeting Minutes of September 15, 2021
- C. **Approval of Payment** of the General Fund Accounts Payable of September 28, 2021, in the amount of \$1,735,819.10
- D. **Approval of Payment** of the Bond Series III Accounts Payable of September 28, 2021, in the amount of \$28,884.06
- E. **Receive and File** Finance and Human Resources Reports
- F. **Approval** of Early Graduation requests as submitted by Superintendent Laatsch
- G. **Approval** of Overnight and/or Out of State Field Trips as submitted by Superintendent Laatsch
 - 1. FT 2022-0000015 Capstone Service Learning Trip

CLOSING

12. **ITEMS SCHEDULED ON NEXT AGENDA**

13. **PUBLIC COMMENT**

A member of the public may address the Board briefly, for up to three minutes, or request to be scheduled on the agenda of a future meeting.

STUDENTS

OTHER PUBLIC STAKEHOLDERS

14. **NEXT MEETING**

The next Board of Education Meeting will be held on October 12, 2021, at 6:30 PM.

15. **ADJOURNMENT**

RECOMMENDED MOTION . . . to adjourn the Board of Education Meeting of September 28, 2021, at _____ PM.

Saline Area Schools

Teaching & Learning Team



MEMORANDUM

To: Board of Education
Superintendent Stephen Laatsch

From: Kara Davis
Teaching & Learning Team Lead

Date: September 28, 2021

Subject: Y5 thru 8th Grade Course Catalog

Recommendation: Approval of Y5-8th grade courses to comply with the [Pupil Accounting Manual](#), District Level Requirements p1-1, #5 “Approved Courses” which states *“The school district’s board of education shall adopt a list of the individual courses that have received board approval. The list shall include courses offered by the district for credit or grade promotion and shall be used when determining which courses may be included in membership for state aid purposes and for auditing purposes when examining the membership counted for state school aid on the count days. The list of approved courses must include traditional offerings and courses offered through other means, such as experiential learning courses, online courses, and all courses offered in shared time programs under Section 166b of the State School Aid Act. (MCL 388.1766b). The list of approved courses shall include all extended learning opportunities associated with each course and a description of each such opportunity. In addition, the district must maintain a document describing the content of each approved course. The district shall maintain documentation related to the course approval, including the list of approved courses, for membership purposes.”*

Saline Area Schools



Y5 thru 8th Grade Courses

- [Young 5s - 5th Grade](#)
- [6th Grade](#)
- [7th Grade](#)
- [8th Grade](#)

Young 5's - 5th Grade

Elementary classrooms are self-contained at all levels Young 5's/Kindergarten through 5th grade. All elementary classrooms address Michigan Grade Level standards for English-language arts, math, science, social studies, art, music, media, iLab, and health/physical education.

Young 5's	Course Snapshot
Kindergarten	Course Snapshot
First Grade	Course Snapshot
Second Grade	Course Snapshot
Third Grade	Course Snapshot
Fourth Grade	Course Snapshot
Fifth Grade	Course Snapshot
Innovative and Virtual Offerings	
- GenNet Course Catalog	Includes State-approved virtual classes via the Genesee County Virtual Catalog
- Statewide Catalog Courses	Includes State-approved virtual classes via that Michigan Course Offerings catalog

Middle School - 6th Grade

This document provides information on the current course offerings for Saline Middle School sixth graders. All 6th grade courses address Michigan Grade Level standards for ELA, math, science, social studies, art, music, world language, and physical education.

6th Grade Core Curriculum		6th Grade Course Snapshot https://www.salineschools.org/academics/curriculum-assessment/
- English Language Arts	Addresses Michigan content standards for English in the 6th grade	
- Social Studies	Addresses Michigan content standards for Social Studies in the 6th grade	
- Science	Addresses Michigan content standards for Science in the 6th grade	
- Everyday Math	Addresses Michigan content standards for Math in the 6th grade	
- Pre-Algebra	Addresses Michigan content standards for Math in the 6th grade	
Elective Offerings		
- Physical Education	Addresses Michigan content standards for Physical Education in the 6th grade	6th Grade Course Snapshot https://www.salineschools.org/academics/curriculum-assessment/
- World Cultures	Addresses Michigan content standards for World Languages in the 6th grade	
- Art	Addresses Michigan content standards for Visual, Performing and Applied Arts in the 6th grade	
- Band	Addresses Michigan content standards for Visual, Performing and Applied Arts in the 6th grade	
- Orchestra	Addresses Michigan content standards for Visual, Performing and Applied Arts in the 6th grade	
- Choir	Addresses Michigan content standards for Visual, Performing and Applied Arts in the 6th grade	
Innovative and Virtual Offerings		
- GenNet Course Catalog		Includes State-approved virtual classes via the Genesee County Virtual Catalog

- Statewide Catalog Courses	Includes State-approved virtual classes via that Michigan Course Offerings catalog
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Middle School - 7th Grade

This document provides information on the current course offerings for Saline Middle School seventh graders. All 7th grade courses address Michigan Grade Level standards for ELA, math, science, social studies, art, music, and health/physical education.

- English Language Arts 7	Addresses Michigan content standards for English in the 7th grade	7th Grade Master Curriculum Snapshot https://www.salineschools.org/academics/curriculum-assessment/
- Social Studies 7	Addresses Michigan content standards for Social Studies in the 7th grade	
- Science 7	Addresses Michigan content standards for Science in the 7th grade	
- Pre-Algebra	Addresses Michigan content standards for Math in the 7th grade	
- Algebra 1	Addresses Michigan content standards for Math in the 7th grade	

Elective Offerings

- Physical Education	Addresses Michigan content standards for Physical Education in the 7th grade	7th Grade Master Curriculum Snapshot https://www.salineschools.org/academics/curriculum-assessment/
- World Languages (French, German, Spanish)	Addresses Michigan content standards for World Languages in the 7th grade	
- Art	Addresses Michigan content standards for Visual, Performing and Applied Arts in the 7th grade	
- Band	Addresses Michigan content standards for Visual, Performing and Applied Arts in the 7th grade	
- Orchestra	Addresses Michigan content	

	standards for Visual, Performing and Applied Arts in the 7th grade	
- Choir	Addresses Michigan content standards for Visual, Performing and Applied Arts in the 7th grade	
Innovative and Virtual Offerings		
- Multimedia I and II		7th Grade Master Curriculum Snapshot https://www.salineschools.org/academics/curriculum-assessment/ Electives Description Sheet
- Technology		
- Woods I and II		
- Lifetime Fitness		
- Computer Science Discoveries I and II		
- Drama		
- Summit Learning		All Summit courses address Michigan Grade Level standards for ELA, math, science, social studies.
- GenNet Course Catalog		Includes State-approved virtual classes via the Genesee County Virtual Catalog
- Statewide Catalog Courses		Includes State-approved virtual classes via that Michigan Course Offerings catalog

Middle School - 8th Grade

This document provides information on the current course offerings for Saline Middle School eighth graders. All 8th grade courses address Michigan Grade Level standards for ELA, math, science, social studies, art, music, and health/physical education.

- English Language Arts	Addresses Michigan content standards for English in the 8th grade	8th Grade Master Curriculum Snapshot https://www.salineschools.org/academics/curriculum-assessment/
- Social Studies	Addresses Michigan content standards for Social Studies in the 8th grade	
- Science	Addresses Michigan content standards for Science in the 8th grade	
- Algebra 1	Addresses Michigan content standards for Math in the 8th grade	
- Algebra A	Addresses Michigan content standards for Math in the 8th grade	
- Geometry	Addresses Michigan content standards for Math in the 8th grade	

Elective Offerings

- Physical Education	Addresses Michigan content standards for Physical Education in the 8th grade	8th Grade Master Curriculum Snapshot https://www.salineschools.org/academics/curriculum-assessment/
- World Languages (French, German, Spanish)	Addresses Michigan content standards for World Languages in the 8th grade	
- Art	Addresses Michigan content standards for Visual, Performing and Applied Arts in the 8th grade	Electives Description Sheet
- Band	Addresses Michigan content standards for Visual, Performing and Applied Arts in the 8th grade	
- Orchestra	Addresses Michigan content standards for Visual, Performing and Applied Arts in the 8th grade	
- Choir	Addresses Michigan content standards for Visual, Performing and Applied Arts in the 8th grade	

Innovative and Virtual Offerings

- Multimedia I and II	8th Grade Master Curriculum Snapshot https://www.salineschools.org/academics/curriculum-assessment/
- Technology	
- Woods I and II	
- Lifetime Fitness	
- Computer Science Discoveries I and II	
- Drama	
- Summit Learning	Electives Description Sheet
- Summit Learning	All Summit courses address Michigan Grade Level standards for ELA, math, science, social studies.
- GenNet Course Catalog	Includes State-approved virtual classes via the Genesee County Virtual Catalog
- Statewide Catalog Courses	Includes State-approved virtual classes via that Michigan Course Offerings catalog

Policy Review Memorandum

To: Board of Education
From: Board Policy Committee
Date: 9/28/21
Subject: New Policy
5517.03 Transgender and Gender Nonconforming Students

This policy is being brought to the Board of Education through the Agenda as a discussion item for the first reading.

These policies:

xx	Reflects current state of the law and should be adopted
xx	Is recommended but not required
xx	Not currently a SAS Board Policy

Key Idea

The Board recognizes that Lesbian, Gay, Bisexual, Transgender (LGBTQ+) students, nationally and in Michigan, are targeted with physical violence and experience a hostile school environment more frequently than their peers. Supportive environments that acknowledge and affirm a student's identity is a protective factor that improves health and educational outcomes.

The purpose of this policy is to:

- Foster an educational environment for all students that is safe, welcoming, and free from stigma and discrimination, regardless of sex, sexual orientation, gender identity, or gender expression;
- Facilitate compliance with local, state and federal laws concerning bullying, harassment, privacy, and discrimination;
- Ensure that all students have the opportunity to express themselves and live authentically.

Recommendation

Approval to adopt Policy 5517.03 Transgender and Gender Nonconforming Students as submitted by the Policy Committee.

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Title	TRANSGENDER AND GENDER NONCONFORMING STUDENTS
Policy	TBD by NEOLA

The purpose of this policy is to:

1. Foster an educational environment for all students that is safe, welcoming, and free from stigma and discrimination, regardless of sex, sexual orientation, gender identity, or gender expression;
2. Facilitate compliance with local, state and federal laws concerning bullying, harassment, privacy, and discrimination;
3. Ensure that all students have the opportunity to express themselves and live authentically.

Saline Area Schools and the Board of Education recognizes that Lesbian, Gay, Bisexual, Transgender (LGBTQ+) students, nationally and in Michigan, are targeted with physical violence and experience a hostile school environment more frequently than their peers. Supportive environments that acknowledge and affirm a student's identity is a protective factor that improves health and educational outcomes.

Title IX Legal Statute

Title IX of the Education Amendments of 1972 ("Title IX") specifically prohibits discrimination on the basis of sex in federally-funded education programs and activities. The United States Department of Education's Office of Civil Rights has issued guidance stating it will "enforce Title IX to prohibit discrimination based on sexual orientation and gender identity in education programs and activities that receive federal financial assistance from the Department."

Scope

This policy covers conduct that takes place in the school, on school property, at school-sponsored functions and activities, on school buses or vehicles, during a student's commute to and from school, at bus stops, and all other situations in which the District and Board exercise substantial control over the context, including the behavior and the individuals. This policy also pertains to usage of electronic communication that occurs in the school, on school property, at school-sponsored functions and activities, on school buses or vehicles and at bus stops, and on school computers, networks, forums, and mailing lists, as well as any electronic communication that is directed at a student and that substantially interferes with the student's ability to participate in or benefit from the services, activities, or privileges provided by the school. This policy applies to the entire school community, including educators, school and District staff, Board Trustees, students, parents or guardians, and volunteers.

Bullying, Harassment, and Discrimination

Discrimination, bullying, and harassment on the basis of sex, sexual orientation, or gender identity or expression is prohibited within the District. It is the responsibility of each school and all staff to ensure that all students, including transgender and gender nonconforming students, have safe school environments.

The Superintendent/designee shall ensure that any incident of discrimination, harassment, or bullying is given immediate attention, including investigating the incident, taking age and developmentally appropriate action, and providing students and staff with appropriate resources and supports. Complaints alleging discrimination, harassment, or bullying based on a student's actual or perceived gender identity or expression are to be taken seriously and handled consistently with the applicable anti-discrimination, anti-bullying, and anti-harassment policies. Transfers of transgender or gender nonconforming students between buildings or classrooms shall not be a school's first or preferred response to harassment of transgender and gender nonconforming students and shall be considered only when necessary for the protection or personal welfare of the transgender or gender nonconforming student or when requested by the student or the student's parent or guardian. The student's parent or guardian must consent to any such transfers between schools.

Prohibited conduct includes discrimination, harassment, or bullying because of the gender identity or expression of a friend, family member, or other person or group the student associates with.

(See Policy 2266 Nondiscrimination on the Basis of Sex in Education Programs or Activities, Policy 5517 Anti-Harassment, and Policy 5517.01 Bullying and Other Aggressive Behavior Toward Students)

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Privacy/Confidentiality

The Superintendent/designee shall ensure that all personally identifiable and medical information relating to transgender and gender nonconforming students shall be kept confidential in accordance with applicable state, local, and federal privacy laws. In general, school staff shall not disclose any information that may reveal a student's transgender status to others, including the student's parents or guardians and other school staff, unless legally required to do so or unless the student has authorized such disclosure. In the rare instance that a school is legally required to disclose a student's transgender status, the school should provide the student an opportunity to make that disclosure themselves. This would include providing the student with the support services necessary to make the disclosure in a safe and supportive environment.

Transgender and gender nonconforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and what private information to share. The fact that a student chooses to use a different name, to transition at school, or to disclose their transgender status to staff or other students, does not authorize school staff to disclose a student's personally identifiable or medical information. When contacting the parent or guardian of a transgender or gender nonconforming student, school staff should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth unless the student, parent, or guardian has specified otherwise. (See "Student Transitions" below)

Media and Community Communication

When communicating to the media or community about issues related to gender identity or expression, District and school staff shall direct parents and the media to a designated spokesperson who has been trained in diversity, equity and inclusion. Protecting the privacy of transgender and gender nonconforming students must be a top priority for the spokesperson and all staff, and all personally identifiable and medical information shall be kept strictly confidential, in accordance with local, state, and federal privacy laws.

Names, Pronouns, and School Records

Every student has the right to be addressed by a name and pronouns that correspond to the student's gender identity. Regardless of whether a transgender or gender nonconforming student has legally changed their name or gender, schools will allow the student to use a chosen name and gender pronouns that reflect their identity. It is recommended that school staff privately ask transgender or gender nonconforming students how they want to be addressed in class and in the school's communication with the student's parents or guardians. Some transgender and gender nonconforming youth may feel most comfortable being addressed by gender-neutral pronouns or just referred to by their names (without pronouns).

If the student has previously been known at school by a different name, the school administration will direct school personnel to use the student's chosen name and appropriate pronouns. To ensure consistency among administrators and staff, every effort will be made to immediately update student education records with the student's chosen name and appropriate gender markers unless prohibited by federal, state, or local law or regulation. Records with the student's birth name and gender will be kept in a separate, confidential file within the student information system.

In situations where school staff and administrators are prohibited by federal, state, or local law or regulation from changing a student's name on a record, the Superintendent shall ensure practices are developed to avoid the inadvertent disclosure of such confidential information.

The District shall comply with requests from students who are transgender, to amend their secondary educational records, including diplomas and transcripts after graduation, to ensure that those requesting records (e.g. college admissions offices or potential employers) will only see the name and gender marker corresponding to the student's gender identity (this includes requests from former students).

Access to Gender-Segregated Activities and Facilities

With respect to all restrooms, locker rooms or changing facilities, students shall have access to facilities that correspond to their gender identity. Schools may maintain separate restrooms, locker rooms, or changing facilities for male and female students, provided that they allow all students equal access to facilities that are consistent with their gender identity. Students, including nonbinary students, should determine which facilities are consistent with their gender identity.

Any student who is uncomfortable using a shared gender-segregated facility, regardless of the reason, shall, upon the

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student's request, be provided with a safe and non-stigmatizing alternative. This may include, for example, the addition of a privacy partition or curtain, provision to use a nearby private restroom or office, or a separate changing schedule. However, requiring a transgender or gender nonconforming student to use a separate space threatens to publicly identify and stigmatize the student as transgender and should not be done unless requested by a student. Under no circumstances may students be required to use gender-segregated facilities that are inconsistent with their gender identity.

Where they exist, schools shall designate facilities designed for use by one person at a time as accessible to all students regardless of gender. However, under no circumstances shall a student be required to use separate facilities because they are transgender or gender nonconforming. The District shall incorporate single-user facilities and greater privacy into new construction or renovation, and to assess ways to increase privacy for all students in existing facilities.

Physical Education Classes and Intramural and Interscholastic Athletics

All students shall be permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity. Furthermore, all students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity, subject to the Michigan High School Athletic Association's (MHSAA) constitution and guidelines.

Other Gender-Based Activities, Rules, Policies and Practices

As a general matter, schools should evaluate all gender-based activities, rules, policies, and practices — including classroom activities, school ceremonies, and school photos — and maintain only those that serve an important educational purpose. Students shall be permitted to participate in any gender-based activities or conform to any gender-based rule, policy, or practice consistent with their gender identity.

Saline Area Schools supports students in becoming ethical and responsible citizens. Students demonstrate this attribute when they see beyond themselves to the needs of others, contribute to their community, promote equity, take responsibility for the environment, and demonstrate respect, empathy and compassion (SAS Compass - Ethical and Responsible Citizen). Research shows that LGBTQ students who attend schools with curriculum that is inclusive of LGBTQ people, history, and events experience a better school climate and improved academic outcomes. Curriculum serves as a mirror when it reflects individuals and their experiences back to themselves. At the same time, curriculum serves as a window when it introduces and provides the opportunity to understand the experiences and perspectives of those who possess different identities (GLSEN's Four Supports).

Dress Code

Schools may enforce dress codes pursuant to District policy, but any such dress codes may not be based on gender. Students shall have the right to dress in accordance with their gender identity and expression, including maintaining a gender-neutral appearance within the constraints of the dress codes adopted by the school. School staff shall not enforce a school's dress code more strictly against transgender and gender nonconforming students than other students.

Student Transitions

Schools shall accept the gender identity that each student asserts. There is no medical or mental health diagnosis or treatment threshold that students must meet in order to have their gender identity recognized and respected.

Students ready to socially transition may initiate a process to change their name, pronoun, attire, and access to preferred programs, activities, and facilities consistent with their gender identity. Each student has a unique process for transitioning. The school shall customize support to optimize each student's equal access to the District's educational programs and activities.

Training and Professional Development

The District shall conduct training for all staff members on their responsibilities under applicable laws and this policy, including teachers, administrators, counselors, social workers, and health staff. Information regarding this policy shall be incorporated into training for new school employees.

The Superintendent/designee shall implement ongoing professional development to build the skills of all staff

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members to prevent, identify and respond to bullying, harassment and discrimination. The content of such professional development shall include, but not be limited to:

1. terms, concepts, and current developmental understandings of gender identity, gender expression, and gender diversity in children and adolescents;
2. developmentally appropriate strategies for communication with students and parents about issues related to gender identity and gender expression that protect student privacy;
3. classroom-management practices, curriculum, and resources that educators can integrate into their classrooms to help foster a more gender-inclusive environment for all students;
4. developmentally appropriate strategies for preventing and intervening in bullying incidents, including cyberbullying;
5. school and District policies regarding bullying, harassment, discrimination, and suicide prevention and responsibilities of staff.

Publication

This policy will be distributed annually to students, parents/guardians, and staff, and it will also be included in any student codes of conduct, disciplinary policies, student handbooks, and school websites.

Definitions

These definitions are provided not for the purpose of labeling students but rather to assist in understanding this policy and the legal obligations of school and district personnel. Students may or may not use these terms to describe themselves or their experiences.

BULLYING: - "Bullying" is defined as any written, verbal, or physical acts, including cyber bullying, (i.e. any electronic communication, including, but not limited to electronically transmitted acts, such as internet, telephone or cell phone, personal digital assistant (PDA), or wireless handheld device) that without regard to its subject matter or motivating animus, is intended or that a reasonable person would know is likely to harm one (1) or more students either directly or indirectly by doing any of the following:

1. substantially interfering with educational opportunities, benefits, or programs of one (1) or more students;
2. adversely affecting the ability of a student to participate in or benefit from the school district's educational programs or activities by placing the student in reasonable fear of physical harm or by causing substantial emotional distress;
3. having an actual and substantial detrimental effect on a student's physical or mental health; and/or
4. causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Bullying can be physical, verbal, psychological, or a combination of all three. Some examples of bullying are:

1. Physical – hitting, kicking, spitting, pushing, pulling; taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
2. Verbal – taunting, malicious teasing, insulting, name calling, making threats.
3. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation. This may occur in a number of different ways, including but not limited to notes, emails, social media postings, and graffiti.

(See Policy 5517.01 Bullying and Other Aggressive Behavior Toward Students)

GENDER EXPRESSION: The manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.

GENDER IDENTITY: A person's deeply held sense or psychological knowledge of their own gender, which can include being female, male, another gender, or no gender. Gender identity is an innate and largely inflexible part of a person's identity. One's gender identity can be the same or different from the gender assigned at birth. The responsibility for determining an individual's gender identity rests with the individual. Children typically begin to understand their own gender identity by age four, although the age at which individuals come to understand and express their gender identity may vary based on each person's social and familial development.

GENDER NONCONFORMING: A term for people whose gender expression differs from stereotypical expectations,

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such as “feminine” boys, “masculine” girls, and those who are perceived as androgynous. This includes people who identify outside traditional gender categories or identify as multiple genders. Other terms that can have similar meanings include gender diverse or gender expansive. Being gender nonconforming is distinct from being transgender.

NONBINARY/GENDERQUEER: Terms used by those who identify with neither, both, or a combination of genders.

SEXUAL ORIENTATION: A person’s romantic, physical, or lack of attraction to people of the same, opposite, or other genders. A person may have any sexual orientation, with some examples being heterosexuality, homosexuality, bisexuality, or asexuality.

TRANSGENDER: An adjective describing a person whose gender identity or expression is different from that traditionally associated with an assigned gender at birth.

TRANSITION: The process in which a person goes from living and identifying as one gender to living and identifying as another. Transition is a process that is different for everyone, and it may or may not involve social, legal, or physical changes. There is no one step or set of steps that an individual must undergo in order to have their gender identity affirmed and respected.

REFERENCES:

SAS Board Policy 2266 Nondiscrimination on the Basis of Sex in Education Programs or Activities
SAS Board Policy 5517 Anti-Harassment
SAS Board Policy 5517.01 Bullying and Other Aggressive Behavior Toward Students
Michigan State Board of Education Statement and Guidelines on Safe and Supportive Learning Environments for Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) Students (September 2016)
Model School District Policy on Transgender and Gender Nonconforming Students, GLSEN and National Center for Transgender Equality (Revised September 2018)
Title IX of the Education Amendments of 1972
U.S. Department of Education’s Office of Civil Rights, Letter to Educators, issued June 23, 2021

Policy Review Memorandum

To: Board of Education
From: Board Policy Committee
Date: 9/28/2021
Subject: New Policy
0174.4 - TREASURER (New)

This policy is being brought to the Board of Education through the Agenda as a discussion item for the first reading.

This policy:

	Reflects current state of the law and should be adopted
xx	Is recommended but not required
xx	Not currently a SAS Board Policy

Key Idea

The purpose of this policy:

Adding the officer role of Treasurer not only aligns us with all other districts across Washtenaw County but provides for effective oversight of financial issues.

Recommendation

Approval to adopt Policy 0174.4 Treasurer as submitted by the Policy Committee.

Book	Policy Manual
Section	0000 Bylaws
Title	TREASURER
Code	po0174.4
Status	DRAFT
Adopted	

0174.4 - TREASURER

The Treasurer shall:

- A. serve as a member of the Finance Committee or may serve as Chair of the Finance Committee
- B. perform duties, including signing District documents, the Board may prescribe in its bylaws relating to the administration of School District funds
- C. in collaboration with the Assistant Superintendent for Finance, verify that accurate and transparent periodic financial reports are made to the board;
- D. review, as part of the Finance Committee, student counts, trends of revenue versus expenditures, and the current fund balance amount
- E. serve as temporary Secretary when for any reason the Secretary is unable to perform his/her duties and responsibilities

Policy Review Memorandum

To: Board of Education
From: Board Policy Committee
Date: 9/28/2021
Subject: Policy Revision
0152 - OFFICERS

These policies are being brought to the Board of Education through the Consent Agenda for Adoption.

This policy:

xx	Reflects current state of the law and should be adopted
	Is recommended but not required
	Not currently a SAS Board Policy

Key Idea

The purpose of this policy revision:

In order to come into alignment with other districts across Washtenaw county which all have the officer position of "Treasurer," this **revision** is designed to add a new officer position. The scope of duties of Treasurer will be proposed in Policy 0171.4.

Recommendation

Approval to adopt revision to Policy 0152 Officer as submitted by the Policy Committee.

Book	Policy Manual
Section	0000 Bylaws
Title	OFFICERS
Code	po0152
Status	Active
Adopted	May 22, 2018
Last Revised	June 25, 2019

0152 - OFFICERS

The Board shall elect a President and Vice-President as well as a Secretary and a Treasurer

Election of officers shall be by a majority of the full Board. Where no such majority exists on the first ballot vote, a second vote shall be cast for the two (2) candidates who received the greatest number of ballot votes. At no time will a secret vote be held or a secret ballot be used.

Except for those appointed to fill a vacancy, officers shall serve for one (1) year and until their respective successors are elected and shall qualify. An officer may be removed for cause by a majority vote of the full Board. The Board shall fill a vacancy in any Board officer position within thirty (30) days of the occurrence of the vacancy.

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Board of Education Meeting

Liberty School Board Room

September 14, 2021 at 6:30 PM



MINUTES

Mission

We, the Saline Area Schools, will equip all students with the knowledge, technological proficiency, and personal skills necessary to succeed in an increasingly complex society. We expect that our students, staff, and the Saline Community will share in these responsibilities.

OPENING

1. **CALL TO ORDER**

Board Meeting of September 14, 2021 was called to order at 6:35 pm by Board President Steben

Board Members Present

Secretary Estep, Trustee Gerbe, Trustee Jones, Vice President McVey, Trustee Miller, President Steben

Absent

Trustee Valenti

Central Administration

Superintendent Laatsch, Assistant Superintendent Ellis, Assistant Superintendent Owsley, Teaching and Learning Team Lead Kara Davis, Director of Communications & Community Relations Anna Britnell

2. **PLEDGE OF ALLEGIANCE**

3. **PUBLIC COMMENT**

STUDENTS

No public comment by students.

OTHER PUBLIC STAKEHOLDERS

Meghan Gunnerson, parent - Spoke in regards to her concern for lost learning and asking how will this be addressed and also with students having to be quarantined and keeping up with learning. Expressed that fragile learners should be a primary focus for this BOE. Concern about the BOE Standards of Practice.

Alberta Borneo, former parent & resident - Spoke in regards to the lack of transparency with the public hearing process, information difficult to get and ignoring state law. Concern about the BOE Standards of Practice.

Raelyn Davis, parent - Objection to the public hearing process. Concerns about the BOE Standards of Practice. Strongly disagrees with SEAB proposed curriculum.

Luiz Barnett, parent - Read the Saline Return to Learn statement and objection to the BOE Standards of Practice. Pleased that the Continue to Learn presentation will focus more on student education.

David Jenkins, parent - Read emailed statement. Primary comments in regards to the Covid Dashboard and asking to have provided more helpful and transparent insight into Covid trends.

4. **RESPONSE TO PREVIOUS PUBLIC COMMENT**

AGENDA

5. **REVISIONS/APPROVAL OF AGENDA**

MOTION made by Trustee Gerbe, seconded by Secretary Estep **to approve the agenda as printed.**

Ayes - All Present - **MOTION CARRIED 6-0**

6. **STUDENT SHOWCASE**

Julian Downey, Board of Education Student Representative

A. **Junior Class President, Carson Caldwell**

Junior class are planning events such as homecoming (including fundraising), hospitality things for staff appreciation, will be supporting peer to peer events. Students Against Racism group will be going into elementary schools to read, and also working on a book drive.

Student Comment: Giselle Garduna, Class of 2023, spoke about sexual assault allegations.

7. **SCHEDULED REPORTS**

A. **Welcome Back to School 21/22 (Includes New Staff Introductions)**

Assistant Superintendent of Human Resources, Curt Ellis

Introduction of about 50 of the 67 total new staff joining the district.

B. **Continue to Learn Plan, 2021/22 School Year (includes MTSS & Literacy Plan Update)**

Superintendent Steve Laatsch, Caroline Stout, Channon Washington, Kara Davis

(This presentation, in total, is available for public viewing on the Saline Area Schools Website)

Saline Area Schools is committed to 5 days of in-person instruction. We are happy to see students in class and excited about learning. So the primary goal moving forward is to keep students in school 5 days/week. We are following WCHD mask mandates but could go back to our SAS Continue to Learn Plan if transmission drops back into "moderate". Presented the country Covid tracker and vaccination data. The dashboard is updated on a weekly basis on Mondays. Reviewed the changes in quarantining.

The Teaching and Learning team presented the 21/22 goals focusing on the graduate profile, personalizing educational experiences, centering components critical to social emotional support, and amplifying real world experiences. Reviewed the social emotional considerations and support for all grade levels in addition to including teachers and staff in those considerations. The Virtual Option that is available to Y5 thru 6th grade is through Lincoln Learning. This is a third party vendor which was developed by Michigan certified teachers. Several neighboring districts are using this as well. Built in is a phase in process to 5 days a week in person after the vaccine is available for this age group.

The Continue to Learn presentation also included the K-3 Reading Benchmark Assessment Summary given by Caroline Stout. Teaching teams will continue to meet students at their level and differentiate instruction as needed. There has also been the addition of literacy interventionists hired at the elementary level.

Also introduced was the Consultant for Culturally Responsive Instruction, Channon Washington. She reviewed her 1 year plan objective, and spoke to the characteristics of Culturally Responsive Instruction.

Kara Davis introduced the Teaching and Learning team and presented their mission statement. Reviewed the team's systems of support for the district which includes students, teachers and families.

C. Series III Bond Saline Middle School Renovations

Representatives from Kingscott & Associates & Clark Construction

This is a presentation of the 3rd and final phase of the "Safe Warm & Dry" bond that was passed by the community of Saline in the fall of 2015. In addition to creating safe and secure buildings, positive learning environments, we have purchased 20 new school buses, classroom furniture, and improved energy efficiency among other things. The 3rd phase of this project will bring improvements to the MS boiler systems (which are original to the building) and the MS Gymnasium. Water heaters will also be replaced. The MS Gymnasium project will include new athletic flooring, court markings, additional track straight away areas, new bleachers, some new athletic equipment, updates to the water coolers and new scoreboards. Existing wood flooring will remain. They also presented the budget process. This project should begin in May of 2022 and be completed before school starts in September of 2022.

MOTION made by Trustee Gerbe, seconded by Trustee Miller **to recess at 9:03 pm for 10 minutes.**

Ayes - All Present - **MOTION CARRIED 6-0**

8. DISCUSSION ITEMS

A. MASB Delegate Assembly

President Steben explained the Delegates Assembly taking place at the MASB Annual Leadership Conference and the reason for which voting delegates need to be named. Susan will be in attendance and would agree to be appointed as the voting delegate. Jennifer agreed to be the alternate. Action taken this evening.

B. SAS Board of Education Standards of Governance

President Steben discussed the Board Retreat that was facilitated by David Killips from Michigan Leadership Institute and also the MASB Professional Development session. It was recommended that the Board develop a Governance Standards of Practice. It will be discussed further at future meetings.

9. ACTION ITEMS

MOTION made by Vice President McVey, seconded by Trustee Jones **to appoint Susan Estep as the voting delegate and Jennifer Steben as the alternate representing the Saline Board of Education at the 2021 MASB Delegate Assembly being held on Thursday, November 11, 2021 at 6 pm.**

Ayes - All Present - **MOTION CARRIED 6-0**

MOTION made by Trustee Gerbe, seconded by Trustee Miller **to approve the minutes from the August 10, 2021 Closed Session for the purpose of SASAA Contract Review, as facilitated by Assistant Superintendent Ellis.**

Ayes - All Present - **MOTION CARRIED 6-0**

MOTION made by Vice President McVey, seconded by Secretary Estep **to approve the purchase of a 2021 Ford 450 4x4 Dump Truck in the amount of \$51,590.00 as recommended by Rex Clary, Director of Operations.**

Ayes - All Present - **MOTION CARRIED 6-0**

10. ADMINISTRATION/BOARD UPDATES

Superintendent Laatsch: Provided an update regarding the SEAB curriculum process, next steps and proposed timeline. Public hearings were August 5th and 20th. The committee met on September 8th and reviewed the feedback form. They will meet again on October 10th. Also read the document from the Michigan Department of Education which supports the proposed curriculum. Attended the city of Saline 9/11 Remembrance Service. Reports that there are still lots of operations positions still needing to be filled which includes paraeducators, bus drivers, custodians, and food service. Thank you to parents for helping in assisting students in the walking zones. Thanks for a great start to the school year.

Julian Downing: MS/HS clubs & organizations are meeting in person. Fall athletics are underway. No cancellations or postponements due to Covid. HS there is a sense of normalcy and students are happy to be back to full in person. Masking rules in the HS are generally being adhered to by all. The Special education students are back in the bldg after a very successful summer transition program. In the Elementary schools the Buddy system pairs younger students with 3rd graders who help them get familiar with the schools, lunches, getting on busses, etc., a great students helping student program.

President Steben: Attended 5 of the open houses and pleased to report the excitement in all the buildings from staff, students and parents.

Vice President McVey: Attended a 9/11 memorial at the Pentagon. Nice to see and experience a real sense of normalcy within our school buildings.

Trustee Gerbe: Acknowledgement to our educators. We support you.

Secretary Estep: Acknowledgement to our parents. We support you.

11. **CONSENT AGENDA**

MOTION made by Trustee Miller, seconded by Trustee Jones **to authorize the following items as part of the Consent Agenda:**

- A. **Approval** of the Board of Education Regular Meeting Minutes of August 10, 2021
- B. **Approval** of the Board of Education Finance Committee Meeting Minutes of August 10, 2021
- C. **Approval** of the Board of Education Retreat Session Minutes of August 24, 2021
- D. **Approval** of the Board of Education Policy Committee Meeting Minutes of August 26, 2021
- E. **Approval** of the Board of Education MASB PD Session Minutes of September 7, 2021
- F. **Approval of Payment** of the General Fund Accounts Payable of September 14, 2021, in the amount of \$9,048,648.63
- G. **Approval of Payment** of the Bond Series III Accounts Payable of September 14, 2021, in the amount of \$9415.00
- H. **Receive and File** Curriculum, Finance, and Human Resources Reports
- I. **Approval** of Overnight and/or Out of State Field Trips as submitted by Superintendent Laatsch
 - 1. FT 2022-0000001 FFA State Leadership Conference
 - 2. FT 2022-0000002 FFA National Conference
 - 3. FT 2022-0000006 FFA/AG Michigan State Convention
 - 4. FT 2022-0000008 FFA/AG Leadership Camp for Officers

Ayes - All Present - **MOTION CARRIED 6-0**

CLOSING

12. **ITEMS SCHEDULED ON NEXT AGENDA**

- A. **Continue to Learn**
- B. **Transgender Policy - 1st Reading**

13. **PUBLIC COMMENT**

STUDENTS

No public comment by students.

OTHER PUBLIC STAKEHOLDERS

Roy Grove III, parent - Feeling a deep disappointment and lack of trust in the school district. In reading the Standards of Practice, this is not taking place or being followed. Cited some specific incidents which also affected his family personally. Encouraging more inclusivity of community voices in decision making processes.

Dave Rosenfeld, former parent & resident - Spoke that the Board hasn't lost trust of all parents and appreciates the efforts of making Saline Area Schools a more inclusive environment for students.

Raelyn Davis, parent - Spoke about the legality of the SEAB and the curriculum. Cites the 5 pieces of Michigan law that are required to be in the curriculum. Would like to see proof that this curriculum meets state law. SEAB requires a student representative which it currently does not have, making the SEAB not in compliance.

Shari Barnett, parent - Disappointed with the school board and feels there are no ethical standards being held to. Spoke regarding concerns for CRT being implemented through the district based on what was presented by Teaching and Learning Team at this meeting.

The following were received via email which were read by Betty Jahnke, Exec. Assistant to the Superintendent:

Danielle Gillespie - Objection to the SEAB public hearing process and feels that the signing of a "Standards of Practice" is an embarrassment.

Thomas Frederick - Objection to the SEAB public hearing process, including lack of transparency. States that the Board has lost the trust and respect of parents.

Kerrie Grove - Objection to the SEAB public hearing process, including lack of transparency. States that the Board has lost the trust and respect of parents.

Erin Crum - Objections to the actions in the public hearing process. States that the Board has lost the trust and respect of parents.

Kathy Dobrowolski - Objection to the SEAB public hearing process, including lack of transparency. States that the Board has lost the trust and respect of parents.

Cynthia Frederick - Objection to the SEAB public hearing process, including lack of transparency. States that the Board has lost the trust and respect of parents.

Michelle Teichert - Objection to the proposed adoption of the PPP Sex Ed Curriculum.

Denise & Bob Humphrey - Objection to the proposed adoption of the PPP Sex Edu Curriculum.

Ben Goodman - In support of the PPP Sex Ed Curriculum being proposed for the students in the Life Skills and Young Adult programs in Saline Area Schools. Support the efforts of the SEAB.

Daisie Scharmen - In support of the PPP Sex Ed Curriculum which is evidence based and has been studied in depth by the SEAB for 3 years.

Afifa Corrigan - Objection to the proposed adoption of the PPP Sex Ed Curriculum.

14. **CLOSED SESSION**

MOTION made by Trustee Miller, seconded by Trustee Gerbe **to enter Closed Session of the Board of Education at 10:31 PM, with the intent to re-enter Open Session at 11 PM, for the purpose of Collective Bargaining 8(c) of the Open Meetings Act. Under Section 8(c) a simple majority vote is sufficient to enter into a closed session.**

Ayes - All Present - **MOTION CARRIED 6-0**

15. **RE-ENTER OPEN SESSION**

MOTION made by Trustee Miller, seconded by Vice President McVey **to re-enter Open Session of the Regular Board of Education Meeting at 11:20 PM.**

Ayes - All Present - **MOTION CARRIED 6-0**

Amending the agenda to include the following action item:

MOTION made by Secretary Estep, seconded by Trustee Miller **to approve the letter of agreement between Saline Area Schools and the Saline Educational Association (SEA) and Educational Support Personnel (ESP) signed and dated August 31, 2021, which agrees to temporary Covid amendments to the existing collective bargaining agreements between the Board of Education and Saline Area Schools.**

Ayes - All Present - **MOTION CARRIED 6-0**

16. **NEXT MEETING**

The next regular Board of Education Meeting will be held on September 28, 2021, at 6:30 PM.

17. **ADJOURNMENT**

MOTION made by Trustee Jones, seconded by Trustee Gerbe **to adjourn the Board of Education Meeting of September 14, 2021, at 11:23 PM.**

Ayes - All Present - **MOTION CARRIED 6-0**

Respectfully submitted,



Susan Estep
Board Secretary

Betty Jahnke, Recording Secretary

***** DRAFT *****

POLICY COMMITTEE MEETING

Liberty School Board Room

Wednesday, September 15, 2021

3:30 pm

MINUTES



1. Call to Order

Meeting called by order by Chair, Secretary Estep at 3:33 pm

Board Members Present

Secretary Estep, Trustee Jones, Vice President McVey

Central Administration Present

Superintendent Laatsch

2. Public Comment

Kevin Camero-Sulak, parent: Spoke in support of the proposed Transgender Policy and the district implementing such a policy in our district. Shows the inclusivity of our district and supporting the social emotional well being of our students.

Raelyn Davis, parent: Concerns that the language included in the proposed Transgender policy needs to be language that applies to all students and that other policies be reflective of the same level of support. Concerned about the privacy rights of students when staff is asking students to publicly announce their pronouns.

3. Discussion Items

A. Transgender and Gender Nonconforming Students Policy Draft

Reviewed feedback received from individual board members and prepared responses to their feedback that will be part of the discussion at the upcoming September 28th Board of Education meeting. It was discussed as to how best present the policy on the 28th as it will be on the agenda as the 1st reading and included in the BOE packet. This will be the first time that the public will actually see the policy draft.

B. BOP Policy 9150 School Visitors

Reviewed the suggested revisions that were brought forward by Trustee Miller and President Steben. There was discussion regarding the suggestions. This BOP will be brought to the full board at a date yet to be determined.

C. BOP Public Comment

Item added to agenda in response to the large amount of emails that were sent to be read at the September 14, 2021 Board of Education meeting. This initially was requested by President Steben to be included when the viewing platform changed from Zoom to Livestream. Saline City Council meetings also have this email option available. Policy Committee needs more time to investigate this process, maybe reach out to neighboring districts to see what they do and then also review the Public Participation policy for possible changes/revisions. In the meantime it was decided to remove the current wording on the website to replace it with the 'sasboard' email as a way for the public to communicate on agenda items with the board. Will also look into adding the Board of Education to the "Let's Talk" platform.

4. Public Comment

Luiz Barnett, parent: Spoke in support of having the ability to be able to participate in public comment if unable to attend in person.

Dave Rosenfeld, parent: Supports the proposed Transgender and Gender Nonconfirming Students policy.

5. Next Meeting:

Next meeting of the Board Policy Committee will be Thursday October 7th at 5 pm in the Liberty School Board Room.

6. Adjournment

Meeting was adjourned by Chair, Secretary Estep at 5:35 pm.

Respectfully submitted,



Susan Estep
Board Secretary

Betty Jabnke, Recording Secretary



Month End Board Report

Fiscal Year to Date 08/31/21

Other Code	Amended Budget	Actual	Encumbrances	% Act/Bud	Bud-Act	Prior Year Total	Prior to Current Dif.	Function * Code
Board 11 - General Fund								
Account Type: Revenue								
Function * 0000 - Revenue	62,750,821.00	978,864.40	.00	2	61,771,956.60	3,594,069.85	(2,615,205.45)	Function * 0000 - Revenue
Revenue Totals	\$62,750,821.00	\$978,864.40	\$0.00	2 %	\$61,771,956.60	\$3,594,069.85	(\$2,615,205.45)	
Account Type: Expense								
Function * 1111 - Elem	12,704,635.00	640,448.06	12,175.09	5	12,064,186.94	956,295.21	(315,847.15)	Function * 1111 - Elem
Function * 1112 - Mid School	7,000,646.00	341,772.59	4,890.00	5	6,658,873.41	535,363.93	(193,591.34)	Function * 1112 - Mid School
Function * 1113 - High School	10,957,099.00	586,446.03	32,311.72	5	10,370,652.97	769,254.77	(182,808.74)	Function * 1113 - High School
Function * 1118 - Pre-K	34,739.00	.00	.00	0	34,739.00	.00	.00	Function * 1118 - Pre-K
Function * 1119 - Summer School	.00	.00	.00	+++	.00	8,020.78	(8,020.78)	Function * 1119 - Summer School
Function * 1122 - Spec Ed	7,713,149.00	399,070.29	15,188.09	5	7,314,078.71	244,898.46	154,171.83	Function * 1122 - Spec Ed
Function * 1125 - Comp Ed	844,549.00	30,406.55	.00	4	814,142.45	46,893.55	(16,487.00)	Function * 1125 - Comp Ed
Function * 1127 - Voc Ed	657,097.00	25,800.46	.00	4	631,296.54	46,297.73	(20,497.27)	Function * 1127 - Voc Ed
Function * 1211 - Truancy Services	110,800.00	.00	.00	0	110,800.00	.00	.00	Function * 1211 - Truancy Services
Function * 1212 - Guidance	971,003.00	60,754.25	.00	6	910,248.75	70,971.96	(10,217.71)	Function * 1212 - Guidance
Function * 1213 - Health Services	502,520.00	5,577.00	503,431.00	1	496,943.00	5,930.68	(353.68)	Function * 1213 - Health Services
Function * 1214 - Psychologist, School	521,702.00	24,015.25	84,766.67	5	497,686.75	31,007.97	(6,992.72)	Function * 1214 - Psychologist, School
Function * 1215 - Speech	1,779,220.00	91,426.00	.00	5	1,687,794.00	142,107.20	(50,681.20)	Function * 1215 - Speech
Function * 1216 - Social Work Services	1,201,687.00	52,105.64	.00	4	1,149,581.36	83,561.56	(31,455.92)	Function * 1216 - Social Work Services
Function * 1218 - Teacher Consultant	2,995,298.00	141,450.42	.00	5	2,853,847.58	228,893.21	(87,442.79)	Function * 1218 - Teacher Consultant
Function * 1221 - Improvement of Instruction	1,035,469.00	206,740.44	81,131.36	20	828,728.56	182,991.66	23,748.78	Function * 1221 - Improvement of Instruction
Function * 1222 - Educational Media Services	559,469.00	16,973.96	.00	3	542,495.04	34,649.74	(17,675.78)	Function * 1222 - Educational Media Services
Function * 1225 - Instructional Tech	439,616.00	58,964.75	.00	13	380,651.25	48,702.28	10,262.47	Function * 1225 - Instructional Tech
Function * 1226 - Supervision	519,279.00	66,402.15	300.00	13	452,876.85	64,869.15	1,533.00	Function * 1226 - Supervision
Function * 1231 - Board of Ed	288,768.00	14,945.00	33,000.00	5	273,823.00	44,518.19	(29,573.19)	Function * 1231 - Board of Ed
Function * 1232 - Exec Admin	493,995.00	108,480.53	.00	22	385,514.47	68,491.34	39,989.19	Function * 1232 - Exec Admin
Function * 1241 - Principal	2,943,842.00	331,211.37	122.20	11	2,612,630.63	251,362.38	79,848.99	Function * 1241 - Principal
Function * 1249 - Other School Admin	430,128.00	6,901.16	.00	2	423,226.84	5,610.85	1,290.31	Function * 1249 - Other School Admin
Function * 1252 - Finance Office	546,803.00	71,495.68	2,000.00	13	475,307.32	73,091.52	(1,595.84)	Function * 1252 - Finance Office
Function * 1257 - District Office	141,501.00	11,935.44	2,699.63	8	129,565.56	24,848.00	(12,912.56)	Function * 1257 - District Office
Function * 1259 - Other Business Services	110,061.00	75,203.81	.00	68	34,857.19	121,483.19	(46,279.38)	Function * 1259 - Other Business Services
Function * 1261 - Bldg - Grounds	4,928,191.00	596,224.66	591,485.76	12	4,331,966.34	617,595.49	(21,370.83)	Function * 1261 - Bldg - Grounds
Function * 1266 - Security Services	29,550.00	.00	.00	0	29,550.00	.00	.00	Function * 1266 - Security Services
Function * 1271 - Transportation	1,850,312.00	121,098.72	139,319.72	7	1,729,213.28	81,104.23	39,994.49	Function * 1271 - Transportation
Function * 1282 - Printing - Communication	6,500.00	.00	.00	0	6,500.00	213.75	(213.75)	Function * 1282 - Printing - Communication
Function * 1283 - Staff/Personnel Services	772,107.00	110,154.04	.00	14	661,952.96	132,539.88	(22,385.84)	Function * 1283 - Staff/Personnel Services
Function * 1284 - Technology - Non Instructional	663,466.00	90,774.04	74,845.75	14	572,691.96	129,674.46	(38,900.42)	Function * 1284 - Technology - Non Instructional
Function * 1289 - TV Studio	.00	.00	.00	+++	.00	7,002.00	(7,002.00)	Function * 1289 - TV Studio
Function * 1293 - Athletic Activities	1,334,867.00	64,243.62	23,646.97	5	1,270,623.38	35,717.43	28,526.19	Function * 1293 - Athletic Activities
Function * 1299 - Other Support Services	115,000.00	17,502.40	.00	15	97,497.60	17,292.40	210.00	Function * 1299 - Other Support Services
Function * 1331 - Community Activities	2,962.00	27,929.06	.00	943	(24,967.06)	.00	27,929.06	Function * 1331 - Community Activities
Function * 1371 - Non-Public School	14,367.00	2,364.00	.00	16	12,003.00	.00	2,364.00	Function * 1371 - Non-Public School
Function * 1411 - Payments to Other Public Schools Within Michigan	30,000.00	.00	.00	0	30,000.00	.00	.00	Function * 1411 - Payments to Other Public Schools Within Michigan
Function * 1611 - Fund Modifications (Other Operating Transfers Out)	.00	.00	.00	+++	.00	.00	.00	Function * 1611 - Fund Modifications (Other Operating Transfers Out)
Function * 1642 - Transfer to M & E	.00	.00	.00	+++	.00	.00	.00	Function * 1642 - Transfer to M & E
Expense Totals	\$65,250,397.00	\$4,398,817.37	\$1,601,313.96	7 %	\$60,851,579.63	\$5,111,254.95	(\$712,437.58)	
Board 11 - General Fund Totals	(\$2,499,576.00)	(\$3,419,952.97)	(\$1,601,313.96)	137 %	\$920,376.97	(\$1,517,185.10)	(\$1,902,767.87)	
Revenue Totals	\$62,750,821.00	\$978,864.40	\$0.00	2 %	\$61,771,956.60	\$3,594,069.85	(\$2,615,205.45)	
Expense Totals	\$65,250,397.00	\$4,398,817.37	\$1,601,313.96	7 %	\$60,851,579.63	\$5,111,254.95	(\$712,437.58)	
Grand Totals	(\$2,499,576.00)	(\$3,419,952.97)	(\$1,601,313.96)	137 %	\$920,376.97	(\$1,517,185.10)	(\$1,902,767.87)	



Board of Education
28.Sep.2021

TOPIC: Human Capital Recommendations

Curt Ellis, Assistant Superintendent of Human Resources presents for your consideration the following human capital changes including resignations, new hires and changes in tenure status:

RESIGNATIONS / TERMINATIONS:

<u>NAME</u>	<u>BLDG./DEPT.</u>	<u>ASSIGNMENT</u>	<u>STATUS</u>	<u>REASON</u>	<u>EFFECTIVE</u>
Susan Walters	Operations / Food Service	Monitor / Assistant	Resignation	Personal	10.Sep.21
Skyler Dickenson	Transportation	Bus Driver	Resignation	Personal	17.Sep.21

NEW HIRES

<u>NAME</u>	<u>BLDG./DEPT.</u>	<u>ASSIGNMENT</u>	<u>STATUS</u>	<u>STEP</u>	<u>EFFECTIVE</u>
Tiffany Beckerleg	Food Service	Assistant	New Hire	2	17.Sep.21
Benjamin Crews	Saline HS	Paraeducator	New Hire	6th - 12th LS1	15.Sep.21
Karen Engelhuber	Pleasant Ridge	Paraeducator	New Hire	Y5-6th LS1	14.Sep.21

RECOMMENDATION: That the Saline Area Schools Board of Education adopts the personnel report recommendations as presented.

Field Trip Permission Application 2021-2022

Please note:

- ** International trips must have Board of Education approval 6 months prior to departure
- ** Domestic overnight trips must be approved 2 months prior to departure
- ** All other field trips must be approved 4 weeks prior to departure

Field Trip & Field Trip Organizer Information

Last Name Denzin First Name Jen School Extension NAEmail denzinj@salineschools.org Mobile Number (contact during Trip) 734-678-4058Building/Department High School Grade Level High SchoolField Trip Destination Puerto Rico Name of Class/Club CapstonePurpose of Field Trip Other Service-Learning tripDeparture Date (est): 03/05/2022 Time 8:00 AM Departure Location DTWReturn Date (est): 03/12/2022 Time 8:00 PM Return Location DTWType of Trip Overnight - Out of State

Method of Transportation (check all that apply)

<input type="checkbox"/> School Bus	<input type="checkbox"/> Train	<input type="checkbox"/> Subway
<input checked="" type="checkbox"/> Plane	<input type="checkbox"/> Personal Vehicle	<input type="checkbox"/> School Bus
<input type="checkbox"/> School Van	<input type="checkbox"/> Rented Vehicle	<input checked="" type="checkbox"/> Charter Bus
<input type="checkbox"/> Other		

Anticipated Number of Students 15-20 (1:8 Ratio Required/1:4 Recommended) Anticipated Number of Chaperones 2-3Will there be fund raising available for this trip No Fundraising Form Click Here for Fundraising FormElementary or N/A: Will students be missing specials? N/A Will students be missing Lunch? N/A

Initial Below:

JBD I understand that I am responsible for collecting code of conduct and medical authorization forms (for all trips) and for submitting them to the district trip coordinator 2 weeks in advance of domestic trips & 3 weeks in advance of international trips.

JBD I understand that I am responsible for providing the anticipated student trip list 2 days before departure.

JBD I understand that I am responsibly for notifying the attendance clerk and/or building coordinator the day of departure if there are any students that **don't** attend the trip

Administrator Signature David W. Raft Date 09/21/2021Superintendent Signature Stephen D Laatsch Date 09/22/2021

For International/Overnight Trips

Board of Ed Notification Signature [Signature] Date 9/22/2021Scheduled for BOE Agenda Meeting Date 9/28/2021 BOE Approved _____ Initial _____



Explore America

Community & Conservation in Puerto Rico

6 days

8–10 estimated service hours

Sustainability in Puerto Rico

Experience the island's lush, tropical landscapes as you help restore and protect the valuable natural resources of Puerto Rico.

On this Service Learning Tour, you'll support initiatives such as:

- Environmental sustainability
- Reforestation
- Agricultural restoration

Learn more at
efexploreamerica.com/service

6-day San Juan itinerary

Day 1

- Arrive in San Juan.
- Enjoy free time to relax at the hotel during the afternoon.

Day 2

- Take a guided sightseeing tour of Old San Juan, where you'll see San Jose church, La Fortaleza, Cathedral of San Juan Bautista, Capitol Building, and Paseo de la Princesa.
- Visit El Morro, a 16th-century fortress and UNESCO World Heritage Site.
- Get an introduction to the Service Learning project you'll be working on this week.
- Experience the beauty and colonial charm of Old San Juan during dinner tonight.

more experiences await →

Day 3

- Begin your environmental Service Learning work today. Projects could include removal of invasive species, reforestation of mangroves, or construction of greenhouses.
- After dinner, find your rhythm during an authentic salsa lesson.

Day 4

- Continue your environmental Service Learning project today.
- Participate in a traditional Puerto Rican cooking class in San Juan.

Day 5

- Participate in an educational program at Hacienda 8A. At this family-run ranch, you will learn how to care for the on-site horses, create crafts out of local materials, and engage in agricultural activities such as planting, composting, and more.
- Travel to Fajardo.
- Spend the afternoon relaxing on the shores of Seven Seas Beach.
- Kayak along a bioluminescent bay in Fajardo.
- Travel back to San Juan.

Day 6: Depart for home



What's included:

- Full-time Field Director
- Expert-led sightseeing tours
- Entrance fees
- Service hours
- 5 overnight stays in hotels
- Round-trip flights
- Local transportation
- Breakfast and dinner daily

What to expect on EF's Service Learning Tours

On a Service Learning Tour, you and your students work side by side with locals on community-driven projects. We partner with established non-profits and NGOs to ensure your support is both meaningful and sustainable. Through hands-on work and authentic connections to the local culture, students learn vital collaboration and problem-solving skills. And they return home inspired to make a difference in their own communities.

Students who travel on our Service Learning Tours will experience:

Meaningful service

Working side by side with locals, you'll gain insight into the challenges they face and build lasting solutions to help empower the community.

Cultural immersion

Live in the communities you serve—celebrating the area's customs and forming lasting connections with locals.

Leadership development

Your Field Director takes your service experience even further, strengthening leadership skills through activities and workshops.

