



# East Lansing Board of Education

509 Burcham Drive, East Lansing, MI 48823

Regular Meeting  
February 22, 2021 - 7:00 PM  
Zoom meeting

## Agenda



### **I. Opening of Meeting**

A. *Call to Order*

B. *Roll Call*

C. *Mission: Nurturing Each Child, Education All Students, Citizens*

D. *Approval of Agenda*

*Motion: The Board of Education approve the agenda for the February 22, 2021 regular board meeting held via Zoom pursuant to the Open Meetings Act as presented.*

E. *Approval of Minutes*

*February 8, 2021*

*Motion: The Board of Education approve the minutes of the February 8, 2021 regular meeting as presented.*

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### **II. Recognition**

### **III. Superintendent's Report**

### **IV. Bond Update**

### **V. Consent Agenda**

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

- hiring of Gullermo Martinez, as Jani-King custodian, effective February 23, 2021.
- hiring of Carrie Yunge, 1.0 FTE Marble Elementary Teacher at MA 6.5, effective February 23, 2021.

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

### **VII. Presentation**

ELPS Professional Learning in 2021...Still Alive and Well!

Glenn Mitcham, Director of Curriculum, Instruction and Assessment

### **VIII. Board Discussion**

### **IX. Action Items**

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### **Purchase of Lunch Table Dividers**

*Motion: The Board of Education approve the purchase of 80 cafeteria*

*table dividers from Custer Office Furniture in the amount of \$36,000 as presented.*

**Resolution to Permit School Board Meetings to Meet In Person**

*Motion: The Board of Education adopt the Resolution to Permit School Board Meetings to Meet In Person as presented.*

**MASB Region 7 Board of Directors Election**

*Motion: The Board of Education cast a vote for candidate (\_\_\_\_\_) for MASB Board of Directors.*

**Recertification of Extended Continuity of Learning Plan**

*Motion: The Board of Education approve the recertification of the Extended Continuity of Learning Plan as presented.*

**X. Committee Reports**

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

**XI. Announcements**

**XII. Adjournment**

***Respectfully Submitted,***

***Dori Leyko  
Superintendent***

Minutes of the Regular Meeting  
Of the  
East Lansing Board of Education  
Via Zoom  
Meeting ID: 825 1631 6304  
February 8, 2021  
7:00 p.m.

**Opening of Meeting**

Board President Terah Chambers called the meeting to order at 7:06 p.m.

**Roll Call**

Present: Terah Chambers, Kath Edsall, Chris Martin, Kate Powers, Monica Fink, Elizabeth Lyons, Debbie Walton and Dori Leyko

Absent: None

**Approval of Agenda**

Motion 20-21/080 Moved by Ms. Powers supported by Dr. Edsall that the agenda for the February 8, 2021 regular meeting via Zoom pursuant to the Open Meetings Act be approved as presented.

Roll Call Vote:

Ayes – Chambers, Edsall, Martin, Powers, Fink, Lyons, Walton

Nays – None

The motion carried unanimously.

**Approval of Minutes**

Motion 20-21/081 Moved by Mr. Martin and supported by Ms. Walton that the minutes of the January 25, 2021 regular meeting and January 29, 2021 special meeting be approved as presented.

Roll Call Vote:

Ayes – Chambers, Edsall, Martin, Powers, Fink, Lyons, Walton

Nays – None

The motion carried unanimously.

**Superintendent's Report**

**No Classes Friday, February 12 and Monday, February 15**

In order to provide our teachers and staff some dedicated time to prepare for the transition to offering in-person instruction, there will be no classes held this Friday, February 12. This will be a "work day" for our teachers and staff.

There is also no school Monday, February 15 in observance of Presidents' Day.

**Planning Updates for Offering In-Person and Remote Instruction**

Orientation weeks are being planned by building committees and communicated by principals. We are working with our Food Service Department to organize elementary on-site lunches, elementary take-home breakfasts, and middle and high school take-home breakfasts and lunches, while continuing to offer weekly meal box pickup for families. We are working with the ISD and Dean Transportation to establish bus routes – pick-up and drop-off times will be communicated to families who have indicated their plans to utilize school transportation. Families should communicate with their building principals if they need bus transportation and did not indicate that on the online registration link.

Approximately 60% percent of our preschool and elementary students are registered to return to in-person and about 50% of our middle and high school students. Elementary families will be notified mid-week of their child's teacher.

**Staff Vaccine Updates**

Many of our staff members are awaiting their second doses of the vaccine. We released a voluntary and anonymous survey yesterday, and as of this afternoon, we had 235 responses. Of those responses, 90% of our staff indicated that they either had received both vaccine doses or have received their first dose and are awaiting their second dose. Another 2.6% are awaiting an appointment, and 4.3% indicated that they plan to get the vaccine in the coming weeks or months. Only 3% of those responding to the survey checked that they do not plan to get the vaccine.

**MI Safe Schools Testing Program – Rapid Antigen Testing for ELPS Staff**

ELPS is one of a handful of local districts that will be participating in the Rapid Antigen Testing for Staff offered by the Michigan Department of Health and Human Services. Participation by our staff is voluntary, and staff members who have contact with students can be tested once per week.

ELPS will be hiring ten individuals to conduct COVID-19 Rapid Antigen Testing for staff each week beginning the week of February 22. The positions were posted today, and we will communicate these job postings through an email to staff and families, our website and our social media sites by tomorrow.

As of today, 147 staff members have expressed interest in participating in the Rapid Antigen Testing program. We have also expressed interest in piloting student antigen testing and are awaiting more information.

Discussion followed.

**Bond Update****Pinecrest and Whitehills**

- Downspouts and gutters are being completed.

**Donley Phase 2 and other summer projects**

- Bid opening for this work is this Friday, and contract recommendations will come to the Board at the first March Board meeting.

Pictures of Marble can be found on the website – <https://elps.us/our-district/bond-updates/>.

Discussion followed.

**Public Comment**

- Nichole Biber, 1037 Blanchette Dr – April 22, 2021 – Earth Day – Restore Our Earth theme; use of pesticides on ELPS properties

**Board Discussion**

None

**Action Items**

**Budget Calendar**

*Motion: 20-21/082* Moved by Ms. Powers and supported by Dr. Edsall that the Board of Education adopt the budget calendar for the development of East Lansing Public Schools 2021-22 budget as presented.

Discussion followed.

Roll Call Vote:

Ayes – Chambers, Edsall, Martin, Powers, Fink, Lyons, Walton

Nays – None

The motion carried unanimously.

**Committees**

**Academic and Technology:**

- Meeting on February 9 at 2:00 p.m. Agenda is posted.

**Facilities:**

- Meeting on February 9 at 11:30 p.m. Agenda is posted.

**Finance:** No report

**Intergovernmental:** No report

**Personnel:**

- Meeting on February 12 at 3:30 p.m.

**Policy:**

- Meeting on February 15 at 2:00 p.m. Agenda will come soon.

**Announcements**

- Ms. Walton recognized the ELHS Science Olympiad team by reading an email from Will Kopachik, head coach:  
*Congratulations SOC on the fifth place overall at Saturday's Haslett High School SO tournament. There were 40 teams representing 22 high schools from Michigan, Ohio, New Jersey and North Carolina.*

*This being the first tournament this season along with additional complications of a short-handed team, new events for many members, and a new virtual tournament format you did very well in representing ELHS against some stiff competition. You are certainly doing your part to show that ELHS is a place for advanced academic achievement.*

*Individual awards were given in 10 of the 21 events:*

*1st place in Protein Modeling (Jinyoung Jeong, Graham Flynn, Marshall Hudson)*

*1st place in Water Quality (Elisabeth Baumann and Madeleine Loomis)*

*1st place in Helicopters (Grace Townley and Eliza Lane)*

*3rd place in Codebusters (Eliza Lane, John Ahlin, Johnny Bonnell)*

*3rd place in Ornithology (Elisabeth Bauman, Madeleine Loomis)*

*3rd place in Machines (John Ahlin, Johnny Bonnell)*

*3rd place in Sounds of Music (Elisabeth Baumann, Eliza Lane)*

*3rd place in Helicopters (Michael Barger, Guhyun Jeong)*

*5th place in Anatomy/Physiology (Jingyoung Jeong, Madeleine Loomis)*

*7th place in Chem Lab (John Ahlin, Abigail Lippert)*

*8th place in WiCAD (Elisabeth Baumann, Eliza Lane)*

*Congratulations to new members, Madeleine, Michael, Guhyun, Abigail, for getting the first of their awards in SOC tournament competition! My bet is that you have many more awards to come.*

*And a hearty well done and thank you to our dedicated team of volunteer coaches: Dave Wisner, Bob Miller, Brian Turnbull and Ashley Ahlin. They give many hours of their time and expertise to help guide team members to advanced learning and engineering skills. No doubt we could not do so well without you.*

- Ms. Walton recognized MMS/ELHS German teacher, Adam Orange, for going up and beyond during virtual learning. His students attended a virtual field trip to UNESCO World Heritage site in Germany. An article on the field trip was published in the local German newspaper.



Mr. Orange also holds virtual cooking classes for his students and their families in the evenings.

- Dr. Chambers said Mr. Martin would be offering recognition during the board meetings. It will be added to the agenda going forward.
- Dr. Chambers also mentioned she wanted to recognize BLM week, which was last week.

**Adjournment**

The meeting adjourned at 7:48 p.m.

\_\_\_\_\_  
PRESIDENT

\_\_\_\_\_  
SECRETARY



East Lansing  
Public Schools

## MEMORANDUM

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**TO:** East Lansing Board of Education

**FROM:** Glenn Mitcham, Director of Curriculum, Instruction and Assessment

**SUBJECT:** Purchase of Lunch Table Dividers

**DATE:** February 17, 2021

**Motion:**

The Board of Education approve the purchase of 80 cafeteria table dividers from Custer Office Furniture in the amount of \$36,000 as presented.



**EAST LANSING PUBLIC SCHOOLS**

**ATTENTION: ACCOUNTS PAYABLE**

501 BURCHAM DRIVE, EAST LANSING, MI 48823-2782

Phone: 517-333-7460

Order is automatically cancelled on June 30 unless prior written approval is received

DATE: 02/17/21

PAGE: 1

<b>PURCHASE ORDER NO.</b>
20210164

V 20860 FAX: 616-458-1117  
 E CUSTER  
 N 217 GRANDVILLE AVE SW ST 100  
 D ATTN: LANA VOELKER  
 O GRAND RAPIDS MI 49503  
 R

*Handwritten initials: GHS, Lanerodker, Voelker*

S EAST LANSING HIGH SCHOOL  
 H C/O INSTRUCTIONAL AIDE OFFICE  
 I 509 BURCHAM DRIVE  
 P EAST LANSING, MI 48823-2782  
 O ATTN: G MITCHAM

TERMS: NET 30 DAYS

F.O.B

DESC.

DELIVERY:

ITEM	ITEM NO.	QUANTITY	U.O.M.	DESCRIPTION	UNIT PRICE	EXTENSION
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01	80	EA		PER EMAIL FROM LVOELKER DATED 2/15/2021 DIVIDERS/DELIVER SPECIFIED AMOUNT TO EACH LOCATION: DONLEY (NEW), GLENCAIRN, PINECREST, RED CEDAR AND WHITEHILLS	450.0000	36,000.00
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Purchase order authorized by  
 East Lansing Public Schools  
 Online requisition approval

Director of Finance

APPROVED BY:

AUTHORIZED SIGNER

PAGE TOTAL \$	36,000.00
TOTAL \$	36,000.00

Exempt from State and Federal Taxes.

MDSE. REC'D BY: \_\_\_\_\_

DATE: \_\_\_\_\_

REQUISITION NO. \_\_\_\_\_

REQUISITION DATE: 21000207

1. Purchase order must appear on all correspondence, invoices and packages.
2. Prepay all shipments. DO NOT SHIP/COLLECT.
3. Each Purchase Order must be invoiced separately.

ITEM #	ACCOUNT	AMOUNT	PROJECT CODE
01	1189.533600 6420	36,000.00	

# SPECIFICATIONS

## ATTACHED ACRYLIC POLYCARBONATE TABLE SHIELDS: TABLE SHIELDS AND CONNECTOR CLIPS

Attached Acrylic Polycarbonate Table Shields shall have the following construction standard features and benefits.

**MODEL #**  
TABLE SHIELD – ATTACHED

**DIMENSIONS**

**FOR 12 FOOT TABLES**

- MAIN PARTITION LENGTH: 71-¾"
- MAIN PARTITION HEIGHT: 23-½"
- THICKNESS: ¼"
- SMALLER PARTITION LENGTH: 29-½"
- SMALLER PARTITION HEIGHT: 23-½"
- THICKNESS: ¼"
- PRODUCT WEIGHT: 20 lbs.

**FOR 10 FOOT TABLES**

- MAIN PARTITION LENGTH: 59-½"
- MAIN PARTITION HEIGHT: 23-½"
- THICKNESS: ¼"
- SMALLER PARTITION LENGTH: 29-½"
- SMALLER PARTITION HEIGHT: 23-½"
- THICKNESS: ¼"
- PRODUCT WEIGHT: 20 lbs.

**FOR 8 FOOT TABLES**

- MAIN PARTITION LENGTH: 47-½"
- MAIN PARTITION HEIGHT: 23-½"
- THICKNESS: ¼"
- SMALLER PARTITION LENGTH: 29-½"
- SMALLER PARTITION HEIGHT: 23-½"
- THICKNESS: ¼"
- PRODUCT WEIGHT: 20 lbs.

**FOR ROUND TABLES**

- MAIN PARTITION LENGTH: 59-½"
- MAIN PARTITION HEIGHT: 23-½"
- THICKNESS: ¼"
- SMALLER PARTITION LENGTH: 29-½"
- SMALLER PARTITION HEIGHT: 23-½"
- THICKNESS: ¼"
- PRODUCT WEIGHT: 20 lbs.

**TABLE SHIELD CONSTRUCTION**

Table Shields shall be constructed of ¼" polycarbonate. Table Shields are held together with connector clips. Table Shields have rounded corners for safety.

**CLIPS**

Connector Clips are constructed of durable material.

**CLEANING**

Table Shields are easily cleaned with soap, water and non-abrasive cloth.

**MAS GREEN CERTIFICATION**

Table Shields shall be tested and certified for indoor air quality, for public safety as well as environmental protection.



**UL**  
Table Shields shall be tested and listed by UL and must display UL labels with a valid listing marks.

**WARRANTIES**  
Table Shields shall be covered by a Lifetime – Limited Lifetime Warranty.

**RESOLUTION TO PERMIT  
SCHOOL BOARDS TO MEET IN PERSON**

**WHEREAS**, school districts have been strongly encouraged to begin offering in-person instruction by March 1, 2021 and each local school board has the responsibility to make that ultimate decision for their school district, and

**WHEREAS**, East Lansing Public Schools has worked diligently to prepare for and implement the return to in-person learning for all students in grades PreK, K-12 and post-secondary; and

**WHEREAS**, all students and staff are permitted by the state of Michigan, including the Michigan Department of Health and Human Services, to attend school in person; and

**WHEREAS**, members of school boards are the only individuals within their school districts who are not permitted to meet in person; and

**WHEREAS** requiring school boards to meet virtually while encouraging students to attend school in person and for staff to work in person sends a mixed message to our community and staff, and

**WHEREAS**, East Lansing Public Schools would like the ability to meet in person with strong health and safety mitigation measures in place that are consistent with measures taken for all other school classes and activities;

**NOW, THEREFORE, BE IT RESOLVED**, East Lansing Public Schools requests that MDHHS and the Governor allow school boards to have the option to meet either virtually, in-person or a combination of the two beginning immediately.



**BOARD *of*  
DIRECTORS  
ELECTIONS**



**2021 CANDIDATES**

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## MASB Bylaws – Article IV – Membership

**Section 2. Active Members.** The board of education of any public school district in Michigan may become an active member of the Association. Active members of the Association shall be divided into eight regions. The regions shall be designated according to intermediate school district boundaries. The regions shall be as follows:

**Region 1.** Copper Country ISD, Delta-Schoolcraft ISD, Dickinson-Iron ISD, Eastern Upper Peninsula ISD, Gogebic-Ontonagon ISD, Marquette-Alger RESA and Menominee County ISD.

**Region 2.** Alpena-Montmorency-Alcona ESD, Charlevoix- Emmet ISD, Cheboygan-Otsego-Presque Isle ESD, COOR ISD, Iosco RESA, Manistee ISD, Traverse Bay Area ISD and Wexford-Missaukee ISD.

**Region 3.** Ionia County ISD, Kent ISD, Mecosta-Osceola ISD, Montcalm Area ISD, Muskegon Area ISD, Newaygo County RESA, Ottawa Area ISD and West Shore ESD.

**Region 4.** Bay-Arenac ISD, Clare-Gladwin RESD, Clinton County RESA, Gratiot-Isabella RESD, Midland County ESA, Saginaw ISD and Shiawassee RESD.

**Region 5.** Genesee ISD, Huron ISD, Lapeer County ISD, Sanilac ISD, St. Clair County RESA and Tuscola ISD.

**Region 6.** Allegan Area ESA, Barry ISD, Berrien RESA, Branch ISD, Calhoun ISD, Kalamazoo RESA, Lewis Cass ISD, St. Joseph County ISD and Van Buren ISD.

**Region 7.** Eaton RESA, Hillsdale County ISD, Ingham ISD, Jackson County ISD, Lenawee ISD, Livingston ESA, Monroe County ISD and Washtenaw ISD.

**Region 8.** Macomb ISD, Oakland Schools and Wayne RESA.

**Active members shall also be divided into the following seven groups based on pupil membership.**

**Group I** All intermediate districts;

**Group II** School districts with a pupil membership of 0 - 1,400;

**Group III** School districts with a pupil membership of 1,401 - 2,500;

**Group IV** School districts with a pupil membership of 2,501 - 5,000;

**Group V** School districts with a pupil membership of 5,001 - 11,000;

**Group VI** School districts with a pupil membership of 11,001 - 40,000; and

**Group VII** School districts with a pupil membership over 40,000.

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# Board of Directors' Elections—Candidate Information and Email Voting Procedures

This year, eight seats on the MASB Board of Directors are up for election.

The MASB Board of Directors is currently comprised of 21 members—16 directors elected from the eight regions (two elected from each); and one director each from Groups V, VI and VII. Directors are elected by active member school boards and, each year, several seats are up for election. As approved by the 2018 Delegate Assembly, beginning in 2019 and in each subsequent year, the MASB President will nominate a member to serve as an at-large director, subject to Board approval. Beginning in 2021, the Board of Directors will consist of 22 members, including three at-large directors.

## Board Limitations:

Article VIII, Section 6 of the MASB Bylaws permits only one director to be elected or appointed from any one local or intermediate school district board.

According to MASB Bylaws Article VIII, Section 8, if any nomination for the Board of Directors is unopposed, the Board of Directors shall declare the unopposed candidate elected without conducting an election for the uncontested group or region.

This year, the following seats on the MASB Board are up for election (one seat each, three-year terms unless otherwise noted): Regions 1, 2, 3, (two-year term), 5, 6, 7, 8 and Group VI (one-year term). If you're unsure of your district's region or group, please see the list on page 2.

- **Region 2 will continue to be represented by Dawn Kaiser, Iosco RESA** (unopposed, no ballots will be sent)
- **Group VI will be represented by Dan Centers, Livonia Public Schools** (one-year term; unopposed, no ballots will be sent)

**Voting in Regions 1, 3, 5, 6, 7 and 8** will take place via an online ballot. No local district/ISD funds can be used to campaign for anyone running for a seat. To help your board make an informed decision, the following pages contain background information and statements from each of the candidates.

Each district received ONE ballot, which was emailed to the superintendent secretary on record with MASB on Jan. 22, 2021. These ballots **CANNOT** be forwarded to anyone else. Once your board makes a decision on which candidate it wishes to vote for, please convey this information to your superintendent secretary.

Completed ballots must be submitted and confirmed by the superintendent secretary by **1 p.m. on Wednesday, March 3, 2021**.

Electronic voting is a two-step process:

Step 1 = Submit ballot.

Step 2 = Confirm ballot has been submitted.

Unofficial election results will be available on the voicemail recording at 517.327.5915 as soon as possible, but generally after 2 p.m. on the deadline date. They will also be sent out via email that afternoon. Official results will be approved at the March 12, 2021 Board of Directors' meeting, which newly elected directors should plan to attend.

To summarize:

- Ballot deadline is **1 p.m. on Wednesday, March 3, 2021**.
- No local district/ISD funds can be used to campaign for anyone running for a seat.
- Have questions? Contact Cheryl Huffman at 517.327.5915 or [chuffman@masb.org](mailto:chuffman@masb.org).

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## Region 1 (Three-Year Term)

**Brad Baltensperger\***

**Houghton-Portage Township Schools, Houghton County**

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**Time served on this board:** 32 years

**Offices held:** President, Vice President, Secretary and Treasurer

**MASB Certification:**

- Certified Boardmember Award
- Award of Merit
- Award of Distinction
- Master Boardmember Award
- Master Diamond Award
- Master Platinum Award
- President's Award

**Election Statement:**

MASB is a leading voice for public schools in the state. Through its efforts school board concerns are heard in the legislature and in the media. The Association continues to support excellence and equity in education. We do this by focusing on adequate funding and student learning. MASB also provides resources for board members to become highly effective decision-makers and education leaders. I strongly support the ongoing efforts of MASB to respond to the challenges faced by school boards, local communities, and public education.

**\*Incumbent**

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## Region 1 (Three-Year Term)

**Janice Van Gasse**

**Norway-Vulcan Area Schools, Dickinson County**

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**Time served on this board:** Two years

**Offices held:** Treasurer

**MASB Certification:**

Certified Boardmember Award

Award of Merit

### **Election Statement:**

I proudly became a Board member in January of 2019. I am the treasurer of the Norway-Vulcan Area Schools Board of Education and am on the Curriculum, Finance, Policy, and Technology Committees. I am a member of MASB's Resolutions and Bylaws Committee and was a delegate to the 2019 and 2020 Delegate Assemblies. To date, I have been awarded 42 CBA Credits and 115 Education Credits, earning the Certified Boardmember Award and the Award of Merit.

I am a retired educator, having been a teacher, school counselor, school administrator, and adjunct professor. I was the Coordinator for Curriculum, Assessment and School Improvement at Lenawee ISD, a Curriculum Consultant for Dickinson-Iron ISD, and the Director of Instructional Services for Breitung Township Schools in Kingsford. I served on numerous Michigan Department of Education committees and was the chair of the State's Special Education Advisory Council. I served on the state boards of the Michigan School Counselor Association, the Michigan Counseling Association, the Michigan Staff Development Council, the Michigan Association of State and Federal Program Specialists, and the Michigan Association of Supervision and Curriculum Development.

The greatest challenges facing schools in Michigan currently are the need for a focus on the Whole Child, including social-emotional learning, limited finances, the teacher shortage, and how to improve our public education system so that each individual student is able to learn in the way that best suits them. I believe that going forward we can use what we've learned during the pandemic about the power of relationships, innovative instructional models, and community partnerships so that our schools can become more equitable for all students. The virus has also accentuated unacceptable inequities and lack of fairness in how we fund schools. It has highlighted how Michigan fails to provide adequate resources in communities statewide. These immense challenges make it more important than ever to pay attention to the recommendations of the School Finance Research Collaborative.

I wish to serve on the MASB Board of Directors because I believe strongly in its mission and vision. I am passionate about education with a focus on what's best for students. Because of the professional development opportunities offered by MASB, I have become a stronger board member. I believe that I need to give back to the organization and I would look forward to working with other MASB directors to address the challenges facing schools today.

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## Region 3 (Two-Year Term)

**Kandace Boysen**

**Mona Shores Public Schools, Muskegon County**

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**Time served on this board:** 13 years

**Offices held:** President, Vice President and Treasurer

**MASB Certification:**

Certified Boardmember Award

Award of Merit

Award of Distinction

Master Boardmember Award

Master Diamond Award

**Election Statement:**

I have always appreciated the public education our two sons had received throughout their K-12 years. When a seat was available for appointment in July of 2007, I applied because I wanted to be a part of ensuring that each and every student would have all possible opportunities to succeed. During my time as a Mona Shores Public Schools board trustee, I have become greatly invested in PBIS and MTSS and the successes these programs provide for students, all students. I advocate for each student having his/her own learning style and that the appropriate education is available and is professionally provided. I encourage and urge our state legislators to make the investment in public K-12 education and to have the professionals and the tools present daily for the success of each student. Considering the current state and federal legislative climates for public education, I am concerned the separation of church and state will not be upheld unless we advocate are tenacious at keeping our elected officials in check. As a locally elected public servant, I have a passion for maintaining the autonomy of publicly elected boards of education.

I am a retired Certified Registered Nurse Anesthetist. I have worked in Pittsburgh and Baltimore until my husband and I moved to West Michigan in 1986. I continued my practice as a CRNA until I retired in 1994 to be a stay-at-home mom.

I have often commented that I am amazed at the work our educators do and that I could never fill any of their shoes. I look forward to the day when teachers are appreciated and recognized widely for the levels of education they have attained and for how they continually utilize their skills and professionalism to set the stage for their students' successes.

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## Region 3 (Two-Year Term)

**Katherine Downes Lewis**

**Grand Rapids Public Schools, Kent County**

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**Time served on this board:** Four years

**Offices held:** Secretary

**MASB Certification:**

Certified Boardmember Award

Award of Merit

Award of Distinction

### **Election Statement:**

I am a member of the Grand Rapids Public School Board. Having been recently reelected, I am starting the fifth year of service to the board. I am presently serving as the Secretary. I also serve as a member of the Policy Committee and the Finance Committee. In addition, I serve on the Kent Intermediate School Association of School Boards and serve as Secretary/ Treasurer for that board. I am also a member of the MASB's Resolutions and Bylaws Committee.

I was a public school teacher for thirty seven years at Kenowa Hills High School where I taught English. My two adult children graduated from Rockford Public Schools. My two granddaughters attend GRPS, and I am involved at their schools. As an educator, I have always been committed to students and what is best for them educationally and emotionally.

I earned my BA in English and Social Studies. My first Masters was in the teaching of English and my second MA was in Educational Leadership. My Educational Specialist is in the area of Educational Psychology. Last year I received my Level One Certification, my Award of Merit, and my Award of Distinction.

As a member of the GRPS Policy Committee, I am helping to develop a comprehensive review of the board's policies with a special emphasis on equity. Since my election to the board, I have had the opportunity to observe first hand the challenges that urban schools face. I would like the chance to share my experience on the statewide level, and, perhaps, influence the way schools are funded in order to improve programs for special needs children, for the ESL students, and for all public school children. I also hope to learn from other districts about their approach to the challenges that all schools face.

As a retired teacher, I am able to spend the time and energy on what I love best...education.

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## Region 3 (Two-Year Term)

**Jill Fennessy\***

**Tri County Area Schools, Montcalm County**

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**Time served on this board:** 12 years

**Offices held:** President and Vice President

**MASB Certification:**

Certified Boardmember Award

Award of Merit

Award of Distinction

Master Boardmember Award

Master Diamond Award

Master Platinum Award

**Election Statement:**

Education is facing so many challenges these days, and my focus has been on legislative advocacy at the state and federal levels. I would continue to support efforts to curtail unfunded mandates, address funding disparities, and work to protect the School Aid Fund from further reductions. Additionally, this past year has shown us how important education is to the social and emotional well-being of our students and staff. I would continue the work to encourage legislators to recognize and support this need. Equity in education is also vitally important for the successful future of our students and state, and I will continue efforts to identify disparities and ensure all Michigan students receive an excellent education. I truly believe we need to regain more local control in our districts to make the informed decisions that most certainly have an impact on the education of our students.

I currently have the distinct privilege of serving Michigan districts as President of the MASB, preceded by service as President-Elect and Vice President. In my 6 years as a Director, I have also served on the Executive, Finance, Policy, and Resolutions and Bylaws Committees. For two years I served as Chair of the Government Relations Committee, and I was also appointed by the State Board of Education to serve three years on the Special Education Advisory Committee, which provides input to the State Board and the Michigan Department of Education on the needs of our students with special challenges.

It would be an honor to continue serving our members on the Board of Directors for the MASB, an organization that has had an immense impact on my abilities to serve in our local school district. Advocating for the education of all students in Michigan has been a privilege. My current seat for Tri County Area Schools continues through 2026, and I am humbled to be nominated by our board to continue representing our Region 3 Districts.

**\*Incumbent**

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## Region 3 (Two-Year Term)

**Ryan L. Good**

**Hesperia Community Schools, Oceana County**

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**Time served on this board:** 10 years

**Offices held:** President, Vice President and Secretary

**MASB Certification:**

### **Election Statement:**

I am an attorney and own my own practice, Good Law, PLC, in Hesperia. Prior to that I was an award-winning newspaper reporter and editor.

I am a board member of my local chamber of commerce, as well as a member of my local chapter of the Knights of Columbus. I spend time in my professional life helping families reunite where CPS has been involved. I understand at-risk children because I represent them. I am also versed on school law and related issues (although, full disclosure, when such issues present themselves, the first thing I say is call the school's attorney). I do not practice specifically in school law, but I have aided our district in legal issues from time to time.

In my previous career, I covered governments, and served as a "watchdog" for my readers' interests. I learned in that job how to ask tough questions. Like I said, I own my own practice in town as well. I'm well aware, being a business owner, the issues facing our kids and what the market is going to look like for many of them after they leave our halls.

But more important than all of that; I'm a parent. My wife and I have one child in his second year at Central Michigan University (Fire Up Chips!); a senior in high school; and a third-grader. We instill in our children the value of hard work at their education.

It's a common cliché to say to whom much is given much is expected, but I believe I have a duty to give back, because I have been so fortunate. I'm aware of public perception from my experience in the media, I understand the function and interplay of law, policy, and procedure, and I see directly the needs of some of our most at-risk youth.

I believe I can be of value to the MASB board. My concerns about education are relatively simple: providing our kids the best chance to succeed under current budgetary constraints and an ever changing marketplace.

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## Region 3 (Two-Year Term)

**Diane Ybarra**

**Holland Public Schools, Ottawa County**

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**Time served on this board:** Three years

**Offices held:** Treasurer

**MASB Certification:**

**Election Statement:**

I am an alumni and lifelong resident of the Holland Public School District. I am active in the community and strive to work toward equitable access to those who are underserved in our school district and community in general. I feel that servant based leadership is critical to my work as a Human Resources Professional and the volunteer work I am engaged in. Based on the COVID impact on education, the gap in access to basic human needs has become more apparent in our community, county and state, particularly in the populations of people of color and lower income families. I have served on other non-profit boards and strive to make a difference by collaborating with others who are passionate about growth and development for the community as a whole. If elected to the MASB Board of Directors, I would strive to work closely with other state representatives to bring forward issues impacting the education and wellness of students and families. I would look forward to learning from others lessons of success and opportunities for improvements.

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## Region 5 (Three-Year Term)

**Janice Holz\***

**Huron ISD, Huron County**

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**Time served on this board:** 27 years

**Offices held:** President, Vice President, Secretary and Treasurer

**Time served on another board:** 25 years, Bad Axe Public Schools

**Offices held:** President and Secretary

**MASB Certification:**

Certified Boardmember Award  
Award of Merit  
Award of Distinction  
Master Boardmember Award  
Master Diamond Award  
Master Platinum Award  
President's Award

**Election Statement:**

Public Education is the Foundation of our Society. I have a passion to maintain excellence in Public Education. I draw upon my years of experience as a local and ISD board member and as a current MASB Director to analyze and approach educational issues from many viewpoints.

We must continue to work together, and to advocate to address the issues facing our school districts such as: State Funding, Declining Enrollment, Higher Academic Standards, Shortage of Teachers, Increasing Student Achievement, and Ensuring Equitable Education for all students. I am a board member who cares deeply about the education of all children, and I see the need to increase the engagement of the entire school community in the Advocacy of Public Education. I strongly believe the foundation of our state is the Education of our youth.

The events of this year have taught us all the importance of communities and school boards supporting, collaborating, trusting, and respectfully working together. Ensuring all of our students have devices and Internet Access for online learning is essential to navigate this unprecedented school year as well as future years.

I will continue to be a part of the process to find solutions, and continue to work on my leadership skills if re-elected to the MASB Board of Directors. I believe in the mission of the Michigan Association of School Boards to provide high-quality educational leadership services to all Michigan Boards of Education, and to advocate for an equitable and exceptional public education for all students.

**\*Incumbent**

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## Region 5 (Three-Year Term)

**Martin “Marty” Ray**

**Grand Blanc Community Schools, Genesee County**

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**Time served on this board:** 12 years

**Offices held:** Vice President and Secretary

**MASB Certification:**

Certified Boardmember Award

Award of Merit

Award of Distinction

Master Boardmember Award

Master Diamond Award

Master Platinum Award

President’s Award

**Election Statement:**

A drive to get involved and make things better. Advocating for our youth, because they are owners of the world, I want to grow old in. Knowledge to know that even if things are good or even great, that all things change, and we must continue to look for innovation and improvement; change is constant. These are some of the reasons why I wish to be on the MASB Board of Directors.

I have 12+ years of School Board experience in a large school district. I grew up in a rural small district. It has been my privilege to represent my district in our county School Board organization and serve as Vice President and President. I served on the MASB Bylaws and Policies committee when we drove the separation of best practices and legislative priorities so they could be leveraged and consumed better. I have also served on the MASB Legal Trust Fund Committee. I also served as an MASB Mentor while that program ran. I worked in Michigan the past 31 years as an Enterprise Architect in IT. I am involved in my community as a Scout leader and a First Robotic Mentor, as well as many roles in the past.

My view to the future for MASB is to continue to drive innovation and advocacy for our School Board members by providing them the knowledge and resources to deal with constant change. To build on our strong MASB foundation while staying true to and focused on our primary objectives.

As your representative on the MASB Board I will leverage my knowledge and experience to advocate for our School Boards and their members. I will work to create a two-way dialog with each district in the Region by initiating that contact and opening the door. I look forward to the privilege and opportunity to serve.

Thank you for your support!

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## Region 6 (Three-Year Term)

**Pamela Dickinson**

**Comstock Public Schools, Kalamazoo County**

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**Time served on this board:** Six years

**Offices held:** President, Secretary and Treasurer

**MASB Certification:**

Certified Boardmember Award

Award of Merit

Award of Distinction

**Election Statement:**

I am running for the MASB Board of Directors for Region 6. I believe that in our current social climate, I can bring a fresh outlook and a diverse perspective to the board. I have strong leadership, communication and creative analytical skills that make me a well-equipped for this position.

I am a strong advocate for public education, and I feel wholeheartedly that Kalamazoo County needs to be represented on the board of MASB as innovative leaders in education for region six.

The qualifications that make me an idea candidate is that I am an award winning, community conscious professional with 25 years of experience in nonprofit leadership. I feel that my experience and skills are uniquely aligned to contribute to the governance team and the mission of MASB. Thank you for your consideration.

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## Region 6 (Three-Year Term)

**Ella Harrington**

**Covert Public Schools, Van Buren County**



**Time served on this board:** Two years

**Offices held:** Treasurer

**MASB Certification:**

Certified Boardmember Award

Award of Merit

### **Election Statement:**

I am Ella Harrington, a current school board member and the treasurer for the Covert Public School District. I have served on the school board for a total of 2 years, and I worked for the state of Michigan in public service for over 30 years. I am applying for a position on the Michigan Association of School Boards board of directors, because I have a strong passion for education and I desire to enhance my knowledge and experiences; while being part of a team that is the frontline to develop policy and implement procedures to advance schools and communities across the State of Michigan.

As a public servant, I commit myself to staying actively engaged in my community by volunteering and working to ensure the voices of others are heard. I have been involved in various organizations and committees and held leadership positions: Van Buren Civic Organization, National Association for the Advancement of Colored People, Community Action Program, UAW local 6000, Civil & Human Rights, Education, Labor Relations, Grievances and Miss Southwest Michigan Scholarship program.

I have a Bachelor's degree in Family Life Education and an Associate degree in Business Administration Management. My experiences and my education have prepared me to take on a leadership role within the MASB, and I am excited for the opportunity to connect and share ideas and educational values with board members across the state.

I believe that it is important for students to learn and experience all they can. I am an advocate for equitable, accessible, and quality education for all.

All learning begins at home, however the communities, schools, board members, administrators, and teachers play a significant role in shaping educational growth and experiences. We must work together to grow and strengthen our schools throughout the state. In this fast-changing society, we are frontline workers building the future with confidence. I would be honored to serve on the MASB board of directors because it allows the opportunity to develop initiatives that prioritize diversity, unity, teamwork, and network. In addition, I would engage in sharing and enhancing innovative ideas, to improve schools and communities across the state. By engaging in continuous professional development and working with people of various ethnicities and socioeconomic classes, I am certain that I will be able to help my district and other districts implement creative ideas for schooling while in the 21st century.

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## Region 6 (Three-Year Term)

**Don Myers\***

**Harper Creek Community Schools, Calhoun County**

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**Time served on this board:** 10 years

**Offices held:** Vice President

**MASB Certification:**

Certified Boardmember Award

Award of Merit

Award of Distinction

Master Boardmember Award

Master Diamond Award

**Election Statement:**

Because we are currently amid the most challenging time facing public education, I am seeking re-election to the MASB Board of Directors. Educating all students, as well as working with teachers and support personnel, has been my passion for 48 years. My goal is to work with MASB's staff and directors to strengthen and creatively maximize student learning during and after the pandemic.

Throughout my career, I worked as a teacher, as an Instructional Specialist, as a secondary principal, as a superintendent, and as a mentor for new superintendents. In 10 years of retirement, I was active as a substitute teacher, as an interim principal, and as a grant monitor for the State. I currently serve my community as a school board member for Harper Creek Community Schools, having attained the Master Diamond Award level. I received a certificate of achievement as an Advocacy Skills Specialist. This training will support my efforts to advocate for all students and Board members. In 2019 I was elected to the MASB Board of Directors, representing Region 6. As a Board member, I work on MASB's finance and policy committees and actively represent MASB on the State's Special Education Advisory Committee, currently as an alternate.

I am active in my local community as well as the state-wide education community. I monitored schools with our legislators and governor to advocate for our students and local districts regarding new education legislation.

On a personal level, I am married to a retired elementary teacher and administrator and the father of two daughters. One daughter is a secondary school teacher in Ionia County and the other is a Community Initiatives Officer with the Battle Creek Community Foundation. My favorite role is being the proud Grandpa of six, ages 22 to 1. I also volunteer as a Dive Rescue Specialist for the Calhoun County Sheriff's Office.

I am honored to be considered to serve an additional term on the MASB Board of Directors, representing Region 6. If re-elected, my focus will be to work within the MASB board of directors to help our districts provide the best education possible for all public-school students during and after the pandemic. My advocacy will support the MASB's work to provide an equitable education for all students which includes equitable funding for every school.

**\*Incumbent**

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## Region 7 (Three-Year Term)

**Mara Greateorex**

**Dexter Community Schools, Washtenaw County**

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**Time served on this board:** Two years

**Offices held:** Vice President and Secretary

**MASB Certification:**

### **Election Statement:**

Our educational system should be a top priority in our government. Every child has a right to a great education no matter what city, town, or village they live in and that happens when each district is funded properly and equitably. I also strongly believe that every student who walks into their school should feel safe and included.

Many students, especially middle school and high school students are facing extreme pressures, both academic and social, and often look to the schools for support. Realizing, easing and assisting those pressures should also be one of our top priorities.

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## Region 7 (Three-Year Term)

**Matt Maciag**

**Pinckney Community Schools, Livingston County**

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**Time served on this board:** Three years

**Offices held:** Vice President

**MASB Certification:**

### **Election Statement:**

I'm looking to serve on the MASB Board of Directors to help ensure Lansing as well as all individuals in Michigan understand the importance of a strong, equal, and well-funded education system. I spent over 15 years in public education before moving on to now nearly 10 years with General Motors. My background provides me an understanding of how schools operate, what their needs are, and the goals of education along with a blend of what our students need to succeed in corporate America.

During my career in public education, I served four different school districts and one public university where I was able to contribute to the better use of technology and the development of early online courses. Fast forward to what has occurred over the last year and I feel that my experiences are now more relevant than ever. The changes we have seen in education this year will have long-term impacts on how we view and deliver education to our students. I feel I have a skillset that will help MASB grapple with this new reality and succeed in helping our Michigan districts deliver a stronger education.

My experiences outside of education have enhanced my desire to help our education system grow. Having spent my entire life in Michigan, working for Michigan businesses both small and large, I feel can translate the needs our economy to what our education system can deliver. By focusing on our policies and strategies as an educational institution, we can assist our state in its goals of retaining a strong, healthy workforce.

I'm concerned with how balanced our education system is, how it's perceived amongst the general population, and how it's funded. There were many challenges before 2020 and now many of those same challenges have been exacerbated. It's our responsibility to dig deep, work hard, and help make the necessary systemic changes for all students to succeed. My hope is that I can serve my district for years to come and through this nomination, I hope to have a chance to serve my state as well.

Thank you for your consideration.

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## Region 7 (Three-Year Term)

**Kenneth Stahl**

**Brighton Area Schools, Livingston County**

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**Time served on this board:** Six years

**Offices held:** Secretary and Treasurer

**MASB Certification:**

Certified Boardmember Award  
Award of Merit

### **Election Statement:**

I have been privileged to serve on the Brighton School Board of Education for the past six years. In that time, I have had the opportunity to serve in many positions. I have served as the board's treasurer, Facilities and Bond Committee Chair, Safe Schools Committee Board, Delegate to the MASB Leadership Conference, and am currently in my third and final year on the MASB Government Relations Committee.

Almost immediately upon becoming a board member, I became involved with MASB, and took advantage of as many educational opportunities as I could handle. I obtained my Certified Board Member status. This gave me a great wide angle view of what to expect and how to be a better board member. It was a great way to meet board members throughout the state and see what challenges they were facing. I continued taking more advanced classes, meeting more people and expanding my view of education in Michigan, eventually earning Merit status.

My time on the Government Relations Committee has been one of the best experiences I have had as a board member. I became knowledgeable of how legislature impacts education. Jennifer Smith and her crew work diligently to keep ahead of the ever changing legislative challenges that our education system is continuously hit with. As committee members we are kept in the loop and encouraged to contact our representatives and tell them what our district board concerns are. I know the value in having these communications and I have had many conversations with my representatives. I am confident these conversations have had a positive impact on education.

In addition, my CBA education experiences and time spent on committee at MASB has served my District board well. I have kept them informed with valuable information and helped to get their concerns heard. I feel my next step of service is to reach out to my fellow region board members in the same way.

I would be honored to represent my fellow region seven board members. Thank you for your consideration and support.

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## Region 7 (Three-Year Term)

**Jack Temsey**

**Potterville Public Schools, Eaton County**

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**Time served on this board:** Seven years

**Offices held:** Secretary

**Time served on another board:** Six years, Eaton RESA

**Offices held:** President, Vice President, Secretary and Treasurer

**MASB Certification:**

Certified Boardmember Award

Award of Merit

Award of Distinction

Master Boardmember Award

Master Diamond Award

Master Platinum Award

**Election Statement:**

As a Board of Education Trustee, I feel we are the voice for our children. We need to utilize that voice to ensure we can offer them the education that they deserve, regardless of the struggles we face behind the scenes. We need to direct that voice to those that create legislation when we feel it will adversely affect public education and remember to offer praise to those that show us favor and offer to help. I believe the voice of our boards and communities can make a difference.

I have strived to become the best Board member that I could be. The way I have tried to accomplish this was to become certified through MASB's CBA program. I have gained a wealth of knowledge by attending classes, conferences and other various events as well as networking with board members from around the state.

Public education is as diverse as our country; there is no single fix-all solution that works for all schools. I feel bringing the voice of small communities and small districts is important. I would like to continue advocating to provide adequate and equitable funding for ALL districts. Adequate funding is sufficient funding to provide basic schooling. Equitable funding is based on fairness.

I have served the Potterville Public Schools Board of Education for six years. During that time, I have served on the Policy and Technology Committee and as Secretary. I have been an Eaton RESA Trustee for five years, serving on the Building & Grounds and Finance & Audit Committees as well as Secretary, Vice President, two terms as President and currently as Treasurer.

I have additionally served MASB as a member of the Curriculum & Instruction Committee, Government Relations Committee also served as its Vice Chairman, currently serving on the By-laws and Resolution committee.

I would be honored to serve on the MASB Board of Directors, to represent you, our Region and our students and bring your voices to the table to further benefit the future for public education.

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## Region 7 (Three-Year Term)

**Dale Wingerd\***

**Clinton Community Schools, Lenawee County**

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**Time served on this board:** 15 years

**Offices held:** President and Secretary

**MASB Certification:**

Certified Boardmember Award

Award of Merit

Award of Distinction

Master Boardmember Award

Master Diamond Award

Master Platinum Award

**Election Statement:**

All learners deserve the best education possible and I believe that every person matters. It was my desire to serve on the Board of Directors for MASB to further contribute to quality education and experiential learning for every person. I have served as Region 7 Director for the last three years and School Board member for nearly 15 years. I have vast experience in dealing with the changing demands of education, difficult economic times, and meeting the needs of every student. During my tenure at the Clinton Community Schools Board of Education, I served in the role of Secretary for one year and held the office of President for 7 years. My passion for public education is further evidenced by my efforts in professional development (Master Diamond Certification), as well as my roles as Lenawee County Association School Board, District Representative (10 years), where I served as the President for several years and also held offices of Treasurer and President Elect. Additionally, I have held leadership roles in my professional life that include Manager and Store Director. However, my most important roles are that of a husband of 35 years and parent of three children. Sadly, we lost our daughter Kassie to Leukemia in 2011; although her passing inspired me to continue my journey to help all students achieve at their maximum potential. If re-elected to the MASB Board of Directors, my hope is to work with the great leaders in our State to continue the quest for the best education possible for all persons.

**\*Incumbent**

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## Region 8 (Three-Year Term)

**Sandra Dukhie**

**Ferndale Public Schools, Oakland County**

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**Time served on this board:** Four years

**Offices held:** Vice President

**MASB Certification:**

### **Election Statement:**

Education is said to be the great equalizer but has struggled to level the playing field since the very beginning. I believe, as board members, we are in a position to set education on a path to excellence for all by way of equity and inclusion.

I am pleased to write to you today regarding my application to serve on the MASB Board of Directors. I believe my passion combined with my experience make me an exceptional candidate for the position.

I believe diversity, equity and inclusion work is necessary and imperative. Serving my community as a school board member, challenges me to look at all decisions that cross our Board table through an equity lens which led to my co-authoring of our district's resolution declaring racism as a public health crisis. I take pride in educating while walking alongside others on their journey to our collective responsibility of ensuring equity for all. I am an active member and participant of the Oakland County Council for Diversity Equity and Inclusion. This past summer I hosted and facilitated a 30-Day Racial Equity Habit Building Challenge via social media, adapted from Eddie Moore Jr.'s 21-day challenge.

I am a natural leader. Not only have I worked in public education since 1999, I have been an active parent in the education of my five sons which led me to seek a board seat for my school district. I was appointed to the Ferndale School Board in March of 2017 and then elected for my current term in the November 2018 election. Community members selected me to chair the Ferndale Inclusion Network, an organization whose mission is intent on building a more diverse and inclusive community.

I would like to serve on the MASB Board of Directors because I believe I will bring a different perspective and a much needed lens on equity and inclusion.

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## Region 8 (Three-Year Term)

**Mary Hanser**

**Oxford Community Schools, Oakland County**

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**Time served on this board:** Two years

**Offices held:**

**MASB Certification:**

Certified Boardmember Award  
Award of Merit

**Election Statement:**

I wish to serve on the MASB Board to actively advocate for and support Region 8 districts, and work with other school board members to make Michigan a public school destination—because we have equitable funding and educational opportunities, well trained and knowledgeable school boards, and honor the value of every single student and staff member. I am relatively new in the school board world and bring a forward thinking perspective to the table.

I currently serve on the Oakland County School Board Association (OCSBA) Diversity, Equity & Inclusion Committee and the OCSBA Government Relations Committee. Within my first two years of board service I have earned my CBA Certification and Award of Merit and recently completed the coursework for the Advocacy Skills Specialty.

My previous service to the community includes high school robotics team mentor, FIRST Robotics Competition volunteer, and the Macomb County Commission on Women.

My background is in business, earning a Bachelor of Business Administration degree from Walsh College. I have worked in the non-profit sector as well as in the corporate world and small business.

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## Region 8 (Three-Year Term)

**Birgit McQuiston**

**Lake Orion Community Schools, Oakland County**

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**Time served on this board:** Nine years

**Offices held:** Vice President and Secretary

**MASB Certification:**

Certified Boardmember Award

Award of Merit

Award of Distinction

Master Boardmember Award

Master Diamond Award

**Election Statement:**

I was first elected to the Lake Orion Board of Education in May of 2011. My passion for education was ignited as I volunteered in my children's classroom. That passion grew as I worked on School Improvement Teams and the District Improvement Team. I ran for the board of education in order to preserve the integrity of the work of our board, and today that passion burns brighter than ever. My board work includes the policy, curriculum, board self-assessment, superintendent evaluation, and Lamp of Learning committees, and the Government Relations Committee and Diversity Equity and Inclusion Representative to our county association. I have served as president, vice president and secretary. I've traveled to Lansing to address the senate and house education committees to advocate for local control and against unfunded mandates. I was elected to my third term this past November and am honored to continue serving our students and community.

I became interested in the work of the Oakland County School Boards Association (OCSBA) by attending meetings and broadened my professional development (PD) while connecting with other trustees. I am currently serving in my third year on the OCSBA Board of Directors (BOD), have been the secretary for two years, and am on the meeting planning committee. My drive to be a part of the OCSBA BOD has been to help broaden the scope of our work with the 201 trustees of Oakland County. Even amidst a pandemic, we are increasing the opportunities to connect and to provide relevant PD.

My pursuit of excellence led me to earn my Master Diamond Award in 2019. I was appointed to the MASB Resolutions & Bylaws Committee in 2018. I am running for the MASB BOD to be a part of the on-going work of developing board leaders and in advocating for equitable and exceptional public education for ALL students. I want to help maintain the integrity of board work and am a strong proponent of local control. I seek to serve region 8 as a visible and accessible director who will collaborate with all trustees in our region.

I am a founding and current member of Blessings in a Backpack – Lake Orion, which provides weekend food for at-risk students facing food insecurity. I have also been active within our community since March in helping provide resources and delivering food to community members at risk of food insecurity.

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## Region 8 (Three-Year Term)

**Gina Walker**

**New Haven Community Schools, Macomb County**

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**Time served on this board:** 10 years

**Offices held:** President

**MASB Certification:**

Certified Boardmember Award

Award of Merit

Award of Distinction

Master Boardmember Award

Master Diamond Award

**Election Statement:**

I have served in an elected position in public education for 10 years, four of which I served as President of New Haven Community Schools Board of Education. I am interested in helping provide opportunities for School Board Members on current challenges and obstacles facing public education. I have been active in my county association as well as in the MASB and have earned the Master Diamond Award for education credits. I am hoping to have a positive impact for both Region 8 and public education across the state. I welcome the opportunity to bring back and share information to Region 8, as well as share ideas from my region with other members of the Board of Directors. I have a Bachelor of Business Administration from Eastern Michigan University with a focus in Accounting and Internal Auditing. I look forward to the opportunity to represent and support my region as a member of the MASB Board of Directors.

The mission of the Michigan Association of School Boards is to provide high-quality educational leadership services for all Michigan boards of education, and to advocate for an equitable and exceptional public education for all students.



MASB

MICHIGAN ASSOCIATION  
OF SCHOOL BOARDS

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Lansing, MI 48917-8249

800.968.4627

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[masb.org](http://masb.org)



**Extended COVID-19 Learning Plan**  
***as described in Public Act 149, Section 98a***  
***Final***

**August 27, 2020**

**[September 3, 2020 Clarifications](#)**

**September 30, 2020 Revisions Based on SB927**

**Updated on 10/25/20 for Board of Education Action on 10/26/20**

**Updated on 11/20/20 for Board of Education Action on 11/23/20**

**Updated on 12/14/20 for Board of Education Action on 12/14/20**

**Updated on 1/22/21 for Board of Education Action on 1/25/21**

**Updated on 2/19/21 for Board of Education Action on 2/22/21**

On August 20, 2020, Governor Whitmer signed House Bill 5913 into law as Public Act 149. Section 98a states that in order to receive state aid for 2020-2021, districts must provide for instruction under an extended COVID-19 Learning Plan (“Plan”) that has been approved by an intermediate district or authorizing body. The Plan does not replace the District’s/PSA’s COVID-19 Preparedness and Response Plan, it is an additional plan that includes new assurances and sections on educational goals, instructional delivery, grading, and equitable access. PA 149 does not apply to districts that operate as a cyber school.

District/PSA educational goals written for all students and all subgroups must be established no later than September 15, 2020, and submitted in their Plan to the ISD or Authorizing Body, as applicable, no later than October 1, 2020, for approval. A district that is a public school academy that, by agreement, provides educational services for the residents of a district that is not a public school academy and that does not directly provide public educational services to its residents that intends to provide instruction under an extended COVID-19 learning plan shall submit its extended COVID-19 learning plan described in subsection (1) to the intermediate district in which is it located not later than October 1, 2020 for approval.

The ISD or Authorizing Body will approve Extended COVID-19 Learning Plans no later than October 9, 2020 and transmit the approved plans to the state superintendent of public instruction and the state treasurer. Approved plans must be made accessible

through the transparency link located on the district's website by not later than October 12, 2020.

District/PSA Extended COVID-19 Learning Plans should be submitted to the ISD or Authorizing Body as a PDF file.

### **East Lansing Public Schools Extended COVID-19 Learning Plan**

**Address of School District/PSA:** 501 Burcham Dr., East Lansing, MI 48823

**District/PSA Code Number:** 33010

**District/PSA Website Address:** [www.elps.us](http://www.elps.us)

**District/PSA Contact and Title:** Dori Leyko, Superintendent

**District/PSA Contact Email Address:** dori.leyko@elps.us

**Name of Intermediate School District/PSA:** Ingham Intermediate School District

**Name of PSA Authorizing Body (if applicable):**

**Date of Approval by ISD/Authorizing Body:**

## **Assurances**

- 1· The District/PSA will make their ISD/Authorizing Body approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's/PSA's website no later than October 1, 2020.
  
- 2· By not later than January 15, 2021, the district shall create a report that includes information regarding both of the following and shall ensure that the report under this subdivision can be accessed through the transparency reporting link located on the district's website:
  - a. The amount and type of training provided during the current school year as of the date of the report to teachers of the district through professional development that focuses on how to deliver virtual instruction.
  - b. The amount and type of training provided during the current school year as of the date of the report to parents and legal guardians of pupils and to pupils on how to access and use virtual content provided by the district.
  
- 3· The District/PSA will create and make available on its transparency reporting link located on the District/PSA's website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan no later than February 1, 2021, for goals its expected would be achieved by the middle of the school year and not later than the last day of school of the 2020-2021 school year for goals the District/PSA expected would be achieved by the end of the school year.
  
- 4· Benchmark Assessments: The District/PSA will
  - a. select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
  - b. administer the approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year and again not later than the last day of the 2020-2021 school year.
  
- 5· If delivering pupil instruction virtually, the District/PSA will
  - a. provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
  - b. expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.

6. The District/PSA, in consultation with a local health department will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that is based on local data that are based on key metrics. Note: A determination concerning the method for delivering pupil instruction shall remain at the District/PSA Board's discretion. Key metrics that the District/PSA will consider shall include at least all of the following:
  - a. COVID-19 Cases or Positive COVID-19 tests
  - b. Hospitalizations due to COVID-19
  - c. Number of deaths resulting from COVID-19 over a 14-day period
  - d. COVID-19 cases for each day for each 1 million individuals
  - e. The percentage of positive COVID-19 tests over a 4-week period
  - f. Health capacity strength
  - g. Testing, tracing, and containment infrastructure with regard to COVID-19
  
7. If the District/PSA determines that it is safe to provide in-person instruction to pupils, the District/PSA will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District/PSA.
  
8. The District/PSA assures that
  - a. instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
  - b. the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
  - c. the District/PSA will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after the approval of the plan, and each month thereafter at a meeting of the Board, and
  - d. For each reconfirmation described in this subdivision, the district shall report to the center, in a form and manner prescribed by the center,
    1. the instructional delivery method that was reconfirmed;
    2. how that instruction will be delivered for each grade level offered by the district, including pre-kindergarten, as applicable; and
    3. whether or not, as determined by the department in consultation with the center, the district is offering higher levels of in-person instruction for English language learners, special education students, or other special populations.
  - e. public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District/PSA during a public meeting described in PA-149.
  
9. The District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules, and regulations.

**10**•The District/PSA will ensure that two (2), 2-way interactions occur between a pupil enrolled in the District/PSA and the pupil’s teacher or at least one (1) of the pupil’s teachers, or another district employee who has responsibility for the pupil’s learning, grade progression, or academic progress during each week of the school year for at least 75% of the pupils enrolled in the District/PSA. The District/PSA will publicly announce its weekly interaction rates at each District/PSA Board meeting where it re-confirms how instruction is being delivered. The District/PSA will make those rates available through the transparency reporting link located on the District/PSA website each month for the 2020-2021 school year.

Clarification of Assurance 10: “Two-way interaction” means a communication that occurs between a pupil and the pupil’s teacher or at least one of the pupil’s teachers or another district employee who has responsibility for the pupil’s learning, grade progression, or academic progress, where one party initiates communication and a response from the other party follows that communication, and this is relevant to course progress or course content for at least one of the courses in which the pupil is enrolled or relevant to the pupil’s overall academic progress or grade progression. Responses, as described in this subdivision, must be communication initiated by the teacher, by another district employee who has responsibility for the pupil’s learning, grade progression, or academic progress, or by the pupil and not some other action taken.

*Dori Leyko, Superintendent*  
District Superintendent or President of the Board of Education/Directors

9/30/20  
Date

# Learning Plan Narrative

## Opening Statement

- Please provide a statement indicating why an Extended COVID-19 Learning Plan is necessary to increase pupil engagement and achievement for the 2020-2021 school year.

The COVID-19 global pandemic is impacting our school community in a number of ways: we are experiencing a traumatic event, many students may have significant gaps in their learning, and equity issues are more pronounced.

The ELPS COVID-19 Preparedness and Response Plan provides direction, requirements, and recommendations for programming for each phase of the MI Safe Start Plan. The plan prioritizes student and staff wellness and mental health, equity and access, student growth, and relationships and school connectedness, while being fluid enough to adapt to continuing changes in conditions. The additional requirements of the E-COL Plan require the district to identify and commit to the administration of beginning and end-of-year assessment tools and to develop goals for student growth.

ELPS has begun the school year with a fully remote model of instruction as we continue to monitor local health data.

As we return to school in the fall, our first priority will be to ensure the well-being of all members of our school community. Because of the wide range of experiences students had during the remote learning portion of the 19-20 school year, we anticipate that students will come to school in the fall of 2020 with a wider than usual range of competencies. We expect that many students will need opportunities for additional instruction. Teachers will need opportunities to collaborate with each other as they examine student work and determine what comes next in the learning for each student.

ELPS stakeholder groups and committees are in the process of developing our plan for transitioning to in-person instruction as soon as safely possible.

The full ELPS COVID-19 Preparedness and Response Plan can be found at this link: <https://elps.us/downloads/news/elps.preparedness.and.response.plan.final.8.10.20.pdf>

## Educational Goals

- **Please outline and describe** the educational goals expected to be achieved for the 2020-2021 school year. The District/PSA must establish all of its goals no later than September 15, 2020. Authorizing bodies expect PSA educational goals will be aligned to the educational goal within your charter contract.
- **Specify** which goals are expected to be achieved by the middle of the school year and which goals are expected to be achieved by the end of the school year.
- **Ensure** that all of the following apply to the educational goals described in this section: (a) The goals include increased pupil achievement or, if growth can be validly and reliably measured using a benchmark assessment or benchmark assessments, growth on a benchmark assessment in the aggregate and for all subgroups of pupils; (b) The District/PSA benchmark assessment(s) are aligned to state standards and will be administered to all pupils K-8 at least once within the first 9 weeks of the 2020-2021 school year and not later than the last day of the 2020-2021 school year to determine whether pupils are making meaningful progress toward mastery of these standards; and (c) the District's/PSA's educational goals are measurable through a benchmark assessment or benchmark assessments.
- To the extent practicable, the District/PSA will administer the same benchmark assessment or benchmark assessments that was administered to pupils in previous years.

## Quality Evidence-Based Assessment Practices

ELPS believes that benchmark assessment evidence can be used to monitor and evaluate patterns and trends in school/district academic performance and to identify effective instructional programs. We believe it can provide guidance for standardizing or adjusting curriculum and instruction across grade levels, schools, and districts and within classrooms.

We will not, however, use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, ELPS will continue the use of (and professional learning around the use of) the formative assessment process as a powerful practice embedded in the teaching and learning process to continuously observe where our students are in order to modify instruction.

We believe the use of the formative assessment process, which is supported by an extensive body of research, provides real-time data for both our teachers and students to accelerate their learning and progress and gives us a more complete picture of what our students know and are able to do.

## Educational Goals

Screening assessments in reading and mathematics will be administered to all students at least twice during the school year: once in the first nine weeks of the school year, mid-year for some of the assessments, and again prior to the last day of school. Formative assessments will provide information to inform our progress toward our goals over the course of the year. Progress reports will be available on our website in February and June, and individual student progress will be shared with students and families.

Additionally, we will continue to engage stakeholders in the district's balanced assessment system, including publicly sharing aggregate and student subgroup performance reports on multiple assessments.

**Goal 1** - All students (K-8) will improve performance in Reading/ELA from Fall to Spring as measured by AIMSweb Plus or through the use of a local assessment.

- All teachers will use the assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Reading/ELA academic standards.
- Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

**Goal 2** - All students (K-8) will improve performance in Mathematics from Fall to Spring as measured by AIMSweb Plus (Kindergarten and grades 6 - 8) and the Math Expressions Benchmark Assessments (grades 1 - 5).

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Math academic standards.
- Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

## Instructional Delivery & Exposure to Core Content

- **Please describe** how and where instruction will be delivered during the 2020-2021 school year. (e.g. instruction may be delivered at school or a different location, in-person, online, digitally, by other remote means, in a synchronous or asynchronous format, or any combination thereof).

### Mode of Instruction

To start the school year, all students will begin the year with remote instruction at least through September 30, 2020.

Through a set of surveys, ELPS will gather information from families, staff, and students regarding the transition to in-person instruction. Using this data, local health data, and guidance from the Ingham County Health Department, the district will communicate a recommendation for the mode of instruction for October no later than September 21, 2020. Per requirements for the Board of Education (BOE) to recertify the E-COL Plan and the mode of instruction, this process will occur every 30 days. Stakeholders will also have the opportunity to provide input through public comment at BOE meetings, which are held twice a month.

Once a decision is made to transition to in-person instruction, students will be phased in, likely beginning with a hybrid model schedule but depending on the number of students returning for in-person instruction. The transition from online learning to in-person learning will occur over a 2 - 3-week period. Students in the Great Start Readiness Program (GSRP), Young Fives, Kindergarten and First Grade will return first, followed by students in grades 2 - 5. At the middle school, students in Grade 6 will return, followed by students in Grades 7 & 8. Due to the multi-grade classes at the high school, students in grades 9 - 12 will return together, likely in a hybrid schedule. Remote learning will continue to be offered to students at least through Phase 5 of the MI Safe Start Plan.

Note: Before and/or during this phase-in period, special education students in district categorical programs may be offered in-person instruction in very small groups scheduled by the teacher and families. In addition, English Learners and other students with IEPs may be offered face-to-face support.

### **Updated 9/27/20**

On August 10, 2020, the ELPS Board of Education approved the recommendation to start the 2020-21 school year remotely through September 30, 2020, with a reevaluation

and recommendation for instructional delivery beyond that date to be communicated to the Board and stakeholders the week of September 21, 2020.

Since then, legislation was passed to require each district to develop an Extended Continuity of Learning Plan by October 1, 2020, and for the Board of Education to recertify the mode of instructional delivery every 30 days after October 1. ELPS is monitoring health data for the county and East Lansing Community daily. We are also in communication with MSU and the Ingham County Health Department on a regular basis and are utilizing tools developed by the Michigan Department of Health and Human Service (MDHHS) and the Center for Disease Control and Prevention (CDC) to guide decisions regarding the increasing intensity of in-person instruction.

Based on the following data, ELPS will continue with remote learning through October 30, 2020. The district will survey our stakeholders again in mid-October to inform future programming decisions. The district is also working with teachers and families on plans to begin providing some in-person instruction in very small groups for some students with disabilities and other special populations, as local health conditions permit.

**Current local, county, and state data is as follows (as of 9/21/20):**

- COVID-19 cases in Ingham County:
  - 3172 confirmed cases
  - 45 reported deaths
- COVID-19 cases per million in Ingham County (as of 9/15/20):
  - 294 cases per million per day (7-day rolling average)
  - “very high” risk level (criteria for “very high” is 70 cases per million per day)
- COVID-19 positivity rate in Ingham County (as of 9/15/20):
  - 5.6% (7-day rolling average)
  - “medium” risk level
- COVID-19 cases in Zip Code 48823:
  - 1261 – 1270 confirmed cases
- New COVID-19 positive cases and positivity rate at MSU:

	<u>New Cases</u>	<u>Positivity Rate</u>
Week of 9/14	209	13.38%
Week of 9/7	160	16.53%
Week of 8/31	126	12.56%
Week of 8/24	4	1.3%
Week of 8/17	5	2.13%
Week of 8/10	12	4.2%
Week of 8/3	8	11.76%

- New cases in K-12 school and universities this past week: 548 cases

Here are links to sites that provide local and state COVID-19 health data:

- MI Safe Start Map: <https://www.mistartmap.info/> (Click on our region – then click on Ingham County for county-specific data)
- Ingham County Health Department reporting: <https://ichd.maps.arcgis.com/apps/opsdashboard/index.html#/d9fd5db6d01348fdb1b9f8d1516bb825>
- MSU reporting: <https://msu.edu/together-we-will/testing-reporting/>
- School Related Outbreak Reporting - updated every Monday [https://www.michigan.gov/coronavirus/0,9753,7-406-98163\\_98173\\_102480---,00.html](https://www.michigan.gov/coronavirus/0,9753,7-406-98163_98173_102480---,00.html)

### **Updated 10/25/20**

Based on current COVID health and risk data, remote learning will continue through at least January 3, 2021, at which time ELPS will offer both remote and in-person instruction should local, county and state health and risk data support a transition to in-person instruction. This determination will be made using the Michigan Department of Health and Human Services (MDHHS) and the Center for Disease Control (CDC) health data metric tools. The week of January 4, 2021 will be an orientation week for students in grades preK – grade 5, and middle and high school students will have an orientation week the week of January 18, 2021.

Currently, ELPS is offering in-person instruction and support to students in some of the district's special education categorical programs and is beginning in-person support to English Learners beginning the week of November 2, 2020. These in-person offerings are contingent upon the district's ability to safely and effectively staff each classroom.

### **Updated 11/20/20**

Based on current COVID health and risk data and the current Epidemic Order announced by the Michigan Department of Health and Human Services on Sunday, November 16, 2020, remote learning will continue through at least January 15, 2021, at which time ELPS may offer both remote and in-person instruction should local, county and state health and risk data support a transition to in-person instruction. This determination will be made using the Michigan Department of Health and Human

Services (MDHHS) and the Center for Disease Control (CDC) health data metric tools and other factors listed in the district’s metric guidance tool. In-person instruction will be offered no earlier than January 19, 2021, and this start date for offering in-person instruction will either be recertified or amended at the December 14, 2020 Board of Education meeting.

ELPS was offering small-group in-person instruction to some special education and English Learner students prior to the announcement of the DHHS Epidemic Order that provides directives and guidelines for the “three-week pause.” Should the order expire on December 8, 2020, ELPS will evaluate whether or not we are able to resume this programming.

## **Updated 12/14/20**

### **ELPS In-Person Instruction Plan (12/13/20)**

*For Implementation from January 19, 2021 – April 1, 2021*

#### **Pillars of this Plan**

- We will offer in-person instruction to some students, starting with elementary and special populations.
- We will continue to honor the ability and/or willingness of our teachers and support staff to return to in-person instruction by allowing them choice.

#### **Rationale/Guiding Principles**

- Start in-person instruction with able and willing teachers and staff
- Provide classroom parameters and COVID-stipend information in advance of teachers making decision to return to in-person instruction
- Prioritize classroom slots by student need – more details below
- Phase in beginning with our youngest students first – preschool and elementary grades prioritized
- This plan will be implemented through April 1, 2021. A larger-scale post-Spring Break return will be evaluated and communicated in March.
- Secondary (grades 6 – 12) will remain online at least through February. Small-group academic support and extra curriculars will be offered as permitted by state orders, ELPS discretion and personnel availability.

#### **Resources that Informed this Recommendation**

- [https://www.washingtonpost.com/world/europe/europe-schools-covid-open/2020/12/01/4480a5c8-2e61-11eb-9dd6-2d0179981719\\_story.html](https://www.washingtonpost.com/world/europe/europe-schools-covid-open/2020/12/01/4480a5c8-2e61-11eb-9dd6-2d0179981719_story.html)
- <https://amp.theatlantic.com/amp/article/616669/>
- [https://www.washingtonpost.com/education/students-falling-behind/2020/12/06/88d7157a-3665-11eb-8d38-6aea1adb3839\\_story.html](https://www.washingtonpost.com/education/students-falling-behind/2020/12/06/88d7157a-3665-11eb-8d38-6aea1adb3839_story.html)

### Timeline for In-Person Offerings

Target Date	Grade(s)/Group(s)	Comments
Tuesday, January 19, 2021	Special Education Categorical Classrooms English Learner support	Resume these offerings that were previously in place
Monday, February 1, 2021	GSRP, Young Fives – Grade 2 Secondary learning labs	
Monday, February 15, 2021	Grades 3 - 5	
Monday, March 1, 2021	Grades 6 – 12	Programming model to be determined

### Details of Classroom, Slots and Teacher/Staff Provisions

Classroom	Allocation of Classroom Slots	Teacher/Staff COVID-Stipend
<ul style="list-style-type: none"> <li>• Max 16 students per classroom</li> <li>• Partial days (approx. 8:45 a.m. – 2:00 p.m. – schedule in development)</li> <li>• Desk partitions/dividers or other classroom safety equipment provided upon request</li> <li>• All safety protocols from ELPS COVID-19 Preparedness and Response Plan (PRP) will be implemented as described</li> </ul>	<ul style="list-style-type: none"> <li>• In-person spots will be offered to students based on need (need may include: special education support, English Learner support, breakfast and lunch needs, intervention services, supervision, mental health, lack of participation in remote learning, and other criteria)</li> </ul>	<ul style="list-style-type: none"> <li>• COVID stipend for in-person staff – amount TBD by 12/18</li> <li>• District will provide disposable masks, face shields, gloves, disinfecting wipes, hand sanitizer</li> <li>• \$200 PPE reimbursement per person (for additional items beyond the list above)</li> <li>• Applications available by 12/18/20 and due 1/4/21</li> </ul>

### Key Points

<ul style="list-style-type: none"> <li>- This plan will reassign some students – will keep as minimal as possible</li> <li>- May not be slots available for all students who desire in-person instruction at this time</li> <li>- May need to group buildings for offerings – depends on teacher applications by building and grade level (ex. Donley/Marble, Red Cedar/Glencairn, Whitehills/Pinecrest OR Marble, Donley &amp; Whitehills, Pinecrest, Glencairn &amp; Red Cedar)</li> </ul>
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## **Updated 1/22/21**

Based on decreasing COVID metrics, vaccination availability for educators and the Governor's encouragement to offer in-person instruction as soon as possible and no later than March 1, 2021, ELPS has begun in-person instruction for some classrooms that serve students with IEPs as of January 19, 2021.

The District will begin offering in-person instruction on the following dates:

- PreK – Grade 5: February 22, 2021
- Grades 6 – 12+: March 1, 2021

Families that elect for their children to remain online at this point will have the opportunity to opt in to in-person instruction following Spring Break, and the District will continue to offer remote learning through the end of the 2020-21 school year.

More details are contained in the attached PowerPoint:

[https://elps.us/downloads/district - coronavirus covid-19/elps.ecol.plan.recommendation.1.25.21.pdf](https://elps.us/downloads/district_-_coronavirus_covid-19/elps.ecol.plan.recommendation.1.25.21.pdf)

## **Updated 2/22/21**

ELPS continues to offer in-person instruction for some programs that serve students with IEPs.

ELPS will begin offering in-person instruction for all preschool – grade 12 students beginning the week of March 1, 2021.

Families that elect for their children to remain online at this point will have the opportunity to opt in to in-person instruction following Spring Break, and the District will continue to offer remote learning through the end of the 2020-21 school year.

The schedules and instructional models for each level are as follows:

- **Preschool and Elementary:** Monday – Friday 8:45 a.m. – 2:00 p.m.
  - Most students who elected to remain online were assigned to a teacher who is only teaching remotely. Some teachers offered families the opportunity to “stream into” their live in-person classes to access instruction with their current class, known as “concurrent classrooms.”
  - Lunch is provided on site – breakfast is offered as a take-home option to be consumed before coming to school the next morning.
- **Middle School:** Monday: all remote, Tuesday – Friday 11:15 a.m. – 3:10 p.m.
  - In-person students will attend three classes per day on Tuesdays through Fridays for 75 minutes each. Concurrent classrooms will operate in the

middle school where remote students stream in and join the in-person class for instruction and activities.

- Breakfast and lunch will be offered as a take-home option to be consumed before coming to school the next morning.
- High School: Monday: all remote, Tuesday – Friday 11:00 a.m. – 2:55 p.m.
  - In-person students will attend three classes per day on Tuesdays through Fridays for 75 minutes each. Concurrent classrooms will operate in the middle school where remote students stream in and join the in-person class for instruction and activities.
  - Breakfast and lunch will be offered as a take-home option to be consumed before coming to school the next morning.

All safety protocols from the [State of Michigan Guidelines for Operating Schools Safely](#) will be followed.

- **Please describe** how instruction for core academic areas will expose each pupil to the academic standards that apply for each pupil's grade level or course in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.

### **Curriculum and Instruction: Academic Standards**

East Lansing Public Schools board-approved standards-aligned curriculum will be taught by ELPS teachers during remote and in-person instruction. Live and on-demand learning and best practices will be integrated to promote student engagement and differentiation. As teachers navigate the wider than usual range of competencies expected this fall, they will use pre-assessments to plan for differentiation of content, use results from pre-assessments to inform instruction and prioritize K-12 instructional standards for the 2020-2021 School Year. Teachers will utilize ELPS Scope and Sequence documents to guide content coverage.

Teachers and other professional staff will utilize SeeSaw (grades preK – 2) and Google Classroom (grades 3 – 12) to deliver instruction.

- **Please describe** how pupil progress toward mastery of the standards described within this section will be graded or otherwise reported to the pupil and the pupil's parent or legal guardian.

## Assessment and Grading

East Lansing Public Schools bases its assessment system on the Michigan Standards. We regularly assess students at the district and classroom level to determine if they are making progress toward meeting those standards. We place a heavy emphasis on formative assessment. This is critical in the instructional process so that students receive timely feedback that helps them know what they need to do to improve. It also gives the teacher important information to know how to adjust the teaching and learning process to meet each student's needs.

We also have a system for delivering summative assessments at the district and classroom levels. These are given at the end of a period of learning as an evaluation of what has been learned and are part of our district grading process. These assessments are based on a coherent set of standards in the subject area that focus on a related group of skills and disciplinary knowledge.

We make available to our parents and legal guardians a web-based system that allows them to see their children's grades at any time. Our teachers keep up-to-date information on student grades in this system. This is in addition to the expectation we have for all teachers that they keep parents and guardians abreast of any concerns regarding a student's grade through emails and phone calls. Finally, we send out to parents report cards at the end of each marking period.

Elementary students will receive standards-based marks ratings on their report cards on a trimester basis. Middle and high school students will receive report cards on a quarterly basis - these students will receive letter grades or Incomplete, with an opportunity to make up work when students return to in-person learning.

## Equitable Access

- If delivering pupil instruction virtually, please **describe** how the District/PSA will provide pupils with equitable access to technology and the internet necessary to participate in instruction.

## Technology

ELPS ensures all students will be provided equitable access to technology and the internet as described in our Preparedness and Response Plan that was previously submitted to the state. ELPS is providing devices (iPads, laptops and/or Chromebooks) to all students who need them to access the curriculum and instruction and hotspots to families who need high-speed internet access.

- **Please describe** how the District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules, and regulations.

## Students with Disabilities

Daily student and staff schedules were intentionally developed to provide time for both push-in and pull-out support and services. Time for communication and collaboration between teachers and service providers are also included in the weekly schedule.

Service providers will make initial contact with families to share district plans and processes for supporting students during remote learning. Service providers will ensure that students have all materials and resources to be successful with the online platform.

Service providers, in conjunction with IEP teams, will review students' IEPs, solicit parent input, and assess where students are at on their IEP goals. Teams will then determine to what extent the current services can be delivered during online learning and will generate one of the following: new IEP, an IEP amendment, or a contingency learning plan. These plans will be developed with parent input.

The ELPS Special Education Department continues to gather parent input and feedback in order to inform decisions on how to best support students with IEPs during remote learning.

The district has developed a method to complete evaluation for students suspected of having a disability as well as those requiring re-evaluation. In-person assessments will be completed as needed, with strict safety protocols and PPE utilized.

The district is in the planning process for transitioning students to in-person instruction. Students with disabilities in categorical programs will be offered in-person instruction first.

- **Optional Considerations for District/PSA Extended COVID-19 Learning Plans:**

- 1. In addition to the students with disabilities noted above, please describe how the District/PSA will ensure that the needs of other vulnerable student populations, such as but not limited to, early English Learners and Fledgling/struggling students, are met.  
  
2. Please describe how the District/PSA will ensure that students will, during pandemic learning, have continued access to programs such as, but not limited to, Early Childhood, CTE, Early-Middle College, Dual Enrollment, and Advanced Placement as applicable within the District/PSA.

The ELPS full instructional plan (COVID-19 Preparedness and Response Plan) addresses ways all learners are supported and can be found at:

[https://elps.us/downloads/\\_news\\_/elps.preparedness.and.response.plan.final.8.10.20.pdf](https://elps.us/downloads/_news_/elps.preparedness.and.response.plan.final.8.10.20.pdf)