

IDA Insights

IDA PUBLIC SCHOOLS SPECIAL EDITION NEWSLETTER February/March 2020

Ida Insights Special Edition from Central Office

Dear Ida Community:

In the August Ida Insights, I wrote, "It is also my goal, as your superintendent, to take the great things that Ida is already doing to the next level. I believe that the best way to achieve this goal is through partnerships that work together to provide rich learning opportunities."

It is our intent to provide information in this special edition that will help add to this partnership. Through communication and transparency, we build relationships. I always knew what a special and close community Ida was and now I am learning, from the inside out, what makes it special.

The Ida community feels like family! Of course many are related to one another, myself included, but it is more than that. When there is a need, our community rallies. The capacity of giving and the generosity of hearts is endless. I see it every day in community members, alumni, parents, students, and staff, as evidenced by the number of families we have had the opportunity to help thus far here at school and the Ida community.

Our schools are the heart of the community. We fill more seats at school programs and athletic events than many larger schools. When I drove in for my first evening parent's program, I could not find a place to park!!! Also, there are many fans in the bleachers at athletic events who no longer have children or grandchildren here! We are blessed to have this level of support.

The partnership between the community, parents, teachers and students is strong. It is a given. You have welcomed me into this partnership. When you have the level of trust and respect that is evident in Ida, it impacts test scores, fosters community service, and increases the joy factor!

No district is perfect, including Ida, but the fact we keep working at improving what we do begs us to not be stagnant, but ask, how can we better serve one another.

The days ahead are bright ones for Ida as we continue to build onto our legacy.

Happy reading!

Sandy Kreps



From the Superintendent:

District Building Planning

When I was hired as Ida's superintendent, I asked the school board if I could use the first 6 months to get my feet wet and learn about the district from the inside out before we resumed work on the building project. They were totally supportive.

In January, after reading the Long Term Facility Study from 2018-19, and all reports and minutes from various meetings, I made separate appointments with Kohler Architects, Kingscott Architects, Clark Construction and Plante Moran. My goal: to learn what work each had completed in preparation for the two building proposals made to our community in 2018. In these discussions, several additional options emerged that could be considered. The consensus in each discussion was we needed more information to determine which option would be the best for Ida Public Schools and the community.

Outcome from this fact finding stage: At the February general meeting, the Ida School Board approved an In-depth Facility Study for a 10-year Capital Plan.

As superintendent, entrusted by the school board, I am the lead for this study. I scheduled a preliminary walkthrough with our building and grounds team, relevant Ida and ISD staff, Kohler Architects (structural emphasis), Kingscott Architect (curriculum emphasis), Clark Construction and Plante Moran. We have begun a process to determine the physical needs of each building and the current and projected curriculum needs that require physical infrastructures. From this data, that will include estimates based on current market conditions, I will move forward with teams that will help advise and decide the best option for our district and community based on need and fiscal responsibility.

What is the difference between the facility study from 2018 – 2019, which is posted on our website, and this In-depth Facility Study for a 10 – year Capital Plan? The first facility study, of 2018-2019, provides general information for each building's needs. The current study of 2020 will add onto it and include a more comprehensive in-depth physical assessment of each building, per our request, and will also include current and projected curriculum infrastructure needs and costs. The first study of 2018- 2019 did not include curriculum infrastructure needs and was not an in-depth study. Estimates of cost will be performed by Clark construction using current market conditions. These estimates will be used to determine a proposal of whether we need to build or renovate what is existing. The ten year projection will determine if we can do the work over ten years using our general budget with the monies delegated to capital improvements or if we need a sinking fund or a bond. If a sinking fund or bond is needed, the earliest this would be on a ballot would be November of 2021. We did not have enough information from the 2018- 2019 facility study to make this determination, and we need to be diligent and patient with our fact finding.

I am excited for Ida in learning what we need and the best way to pursue it. I am asking all of you who had an opinion on the past proposals to try to clear your minds and be open to what the in-depth facility study will tell us. We all want what is best for our students, Ida Schools and our community. Let us work together to determine what that is. We will do our best to provide the most accurate information and figures.

Annual Education Report (AER)

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for Ida Public Schools. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact Sandra Kreps or Sarah Ash for help if you need assistance.

The District AER is available for you to review electronically by visiting the following web site <http://bit.ly/213gUeR>, or you may review a copy in the main office at your child's school. Each school will also be communicating their own AER to parents directly. These reports contain the following information:

Student Assessment Data – Includes the following four assessments:

- M-STEP (Michigan Student Test of Educational Progress)
- College Board PSAT
- MI-Access (Alternate Assessment)
- College Board SAT

This report section presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students. The report helps users to understand achievement performance within grades and schools, and to make comparisons to district, state, and national achievement benchmarks.

School Name	Status Label	Key Initiative to Accelerate Achievement
Ida Elementary School	No label	None needed
Ida Middle School	No label	None needed
Ida High School	No label	None needed

I would like to congratulate the students, parents and staff for making learning a priority. The Michigan Department of Education acknowledges these efforts, in this published table. There are no key areas in need of improvement. By our standards, we have several areas that we would like to improve instruction. We are currently working with data, conducting curriculum reviews and mapping, and progress monitoring student achievement on a regular basis to increase learning. Our goal is not test scores but student learning that will be reflected in test scores.

We are proud of the accomplishments of our students and we take great pride in their work and their efforts. Their strong performance on these standardized assessments are also a reflection of the dedicated and caring staff that works with them each day.

Parents and community members: A special thank you for partnering with our staff in reinforcing the importance of learning. We could not do it without you!

Sincerely,
Sandra K. Kreps
Ida Schools Superintendent

Student Achievement

Each year, superintendents in all districts release an Annual Education Report. In my closing paragraphs, in the Annual Education Report, I refer to the curriculum process. The following section will explain these efforts.

Curriculum Review

Curriculum materials are one important piece of student learning. Some of the best materials align with state standards and support research-based instructional practices. In order to ensure materials are aligned and meet our needs, an update of materials is sometimes essential.

This year Ida kindergarten-5th grade teachers are in the process of reviewing new math programs for the 2020-2021 school year. This was critical as our current program, EnVision Math, is being sunsetted by the manufacturer and will no longer be available for purchase. This means no student materials, teacher support, or online access for students and teachers. All kindergarten-5th grade teachers were invited to be part of the review process with various overview presentations from program curriculum experts that are a vital component in making the best informed decisions for our students. At the High School level, Social Studies teachers are reviewing new textbooks as well since their current books are in need of replacing. Beyond the materials themselves, a curriculum adoption often contributes to student success because of collective teacher renewal, professional development/training, and commitment to best instructional practice. We are excited to continue to improve our instructional practices while meeting the needs of our students.

Curriculum and Instructional Alignment

What is Curriculum and Instructional Alignment? (referenced in Annual Educational Report)

Curriculum alignment and consistency is the process in which educators evaluate standards for instruction and curriculum to address the changing needs of students and ensure all standards are being covered. Teachers collaborate in department or grade level groups to ensure there are no gaps that impede academic progress. Research on curriculum alignment shows a strong correlation to student achievement. On the other hand, data shows that when students receive uneven exposure to content, gaps will start to form which impacts student achievement and performance.

What are benefits of Curriculum and Instructional Alignment?

Ida has always done very well in this area and it is apparent the benefits for our students and teachers alike are valued. Benefits that can be attained by alignment and consistency include improved student performance, efficient and effective daily teaching, meaningful integrated learning, better clear communication, and improved collaboration among teachers.

This year all teachers devoted time to review current curriculum, standards, and consistency across classrooms. With this collaboration, we are able to identify areas where improvements can be made along with verifying and improving curriculum alignment across buildings and grade levels. When you tie aligned and consistent instruction across all classrooms, we can be sure we are providing students a high quality education and a viable curriculum while providing students with the tools needed for high achievement. Ida Schools will continue to implement more curriculum and instructional alignment.

Student Assessments

Students and teachers have worked very hard to achieve and maintain gains on our standardized assessments in Ida. The Northwest Evaluation Association (NWEA), is used to show student growth with our K-8th grade students, and specifically this year, most grade levels have scored above the National Norm as a whole in both reading and math during our fall and winter benchmark testing. This test also prepares students for our upcoming spring state standardized M-Step assessment as it is computer based and helps gauge student proficiency on state standards.

Additionally, this spring, on Tuesday, April 14th our state wide spring testing window opens. On this day, which is the day we return from Spring Break, our 8th-11th grade students will be taking a PSAT or SAT assessment for English Language Arts (ELA) and Math. The PSAT is a curriculum-based academic achievement assessment which will help students prepare for the SAT college entrance exam given to high school juniors. Taking the PSAT in grades 8, 9, and 10 are the first steps of the SAT College Readiness System. Results from these assessments should provide an accurate indication of how a student will perform on the SAT College Readiness test in 11th grade. Together, the PSAT 8, 9, 10 and SAT comprise a curriculum and standards-based system that is ideal for connecting teaching and learning to positively impact student growth all through high school.

Our M-Step testing window also opens on April 14th, but each grade level and class will decide on their specific testing days. The testing windows for the M-Step are listed below:

Grade Level	Testing Window Timeframe	Subject Areas Assessed
3 rd	April 27 th -May 22 nd	ELA and Math
4 th	April 27 th -May 22 nd	ELA and Math
5 th	April 14 th -May 8 th	ELA, Math, Science, and Social Studies
6 th	April 27 th -May 22 nd	ELA and Math
7 th	April 27 th -May 22 nd	ELA and Math
8 th	April 14 th -May 8 th	Science and Social Studies
11 th	April 14 th -May 8 th	Science and Social Studies

Educators and parents/guardians share the goal of helping students work at their best level of efficiency when taking any achievement test. There are a number of ways that you can help your child prepare for these tests this spring.

- Make every effort to have your student in school and on time for testing day.
- Mark your calendar with the testing date and please try to schedule out-of-school appointments at a different time.
- Make sure your child gets plenty of sleep the night before, and provide a nourishing breakfast. Test taking is hard work and takes a lot of energy.
- Encourage your child to do his/her best. Convey a positive attitude, and show interest by asking your child about the test.
- Reassure your child that this is not a test that a student can fail and it will not impact their grades. Instead, it is a way to identify which skills they have already learned and which skills need further development.

By taking these standardized assessments, students and teachers will gain vital information to help them prepare for their future while also providing a comprehensive view of student progress and achievement over time.

Current Events of Ida Public School Board

The Ida School Board and Superintendent spent two evenings in a retreat format this fall with Tina Kerr, Deputy Executive Director of the Michigan Association of School Administrators. Before serving in this position, Tina was the superintendent at Coldwater and Bangor School Districts, which are similar demographics to Ida. Mrs. Kerr led us through great discussion which helped clarify our roles. She also introduced us to a format for conducting board committee discussions that would provide transparency to our community. Coming out of a tough season, the board felt this was important.

The result: The board decided at the January regular board meeting to add the Committee of the Whole (COW) to board committee options. So, most committee work will be done in a public format (COW) instead of the three person board committee model that meets in private and reports back to the board at regularly scheduled board meetings. There will still be a few small committees due to the nature of focus targeted work. With the COW format, most committee work will be done in a public format that will follow the public meeting policy of posting meeting dates and times. The meetings are open to the public and the minutes will be posted on-line.

The first COW meeting was held on Wednesday, March 4, 2020. A majority of the agenda determined how to organize the COW meetings to best serve our district and community. Please check our web site for the minutes from the COW and regularly scheduled board meetings.

In an effort to provide clear, transparent, and timely communication, the board and superintendent will follow the following communication protocols.

Collaborative Communication Norms

The following are the board and superintendent norms decided at the board retreat.

Superintendent to the Board of Education:

- The superintendent will make every effort to communicate issues/items prior to meetings to avoid surprise announcements.
- The superintendent and board of education members will work toward consensus.
- If a question from a board member is presented, the superintendent will send the answer to all.
- Board meetings will be held monthly.
- Will implement periodic one-on-one interviews with board members to gauge satisfaction and progress.
- Will provide weekly updates.
- Will email or telephone board members when items of importance arise, depending upon the urgency of the issue.
- Will respond to board member inquiries within 1-3 days.
- Calls from the media should be directed to the superintendent.
- To maintain fidelity with the board of education members, board policies and governance norms will be followed when communicating with constituents, staff and media.

Board of Education Members to the Superintendent:

- The board members will make every effort to communicate issues/items prior to meetings to avoid surprise announcements.
- The board of education and superintendent will work toward consensus.
- Communications from parents/the public should be directed to the superintendent after advising the parties concerned to follow the appropriate "chain of command".
- On board matters, the board president serves as the spokesperson for the board. The board president should be included on all electronic correspondence.

Collaborative Communication Norms (continued)

- The board president or member will respond to superintendent inquiries within 1-3 days.
- Only board items acted upon and passed with a majority vote reflect the work of the board and provide staff with guidance. Prior discussion and dialogue prior to the meeting is not considered the will of the board.
- Abstention from a vote will follow Michigan School Code 380.1203 Conflict of Interest law.
- To maintain fidelity with fellow board of education members and the superintendent, board policies and governance norms will be followed when communicating with constituents, staff and media.

These norms will be periodically reviewed by the superintendent and the board of education and adjusted if necessary.

Michigan Association of School Boards



The role of the school board can be confusing. The chain of command is the most helpful in knowing when to communicate with board members regarding concerns. Please see below for the role of the school board as outlined by the Michigan Association of School Boards.

The Role of the School Board

A school board is able to fulfill its mission when the members of the board and the superintendent understand their roles and work together in an environment of trust, mutual respect, understanding and shared purpose.

Both board members and the superintendent, in order to develop and maintain a working relationship that will enable the board to get its job done and the school district to move forward, must spend significant amounts of time and energy in developing the board/superintendent relationship.

In general, it's the school board's job to make policy, while the superintendent is charged with administering the policy. With effective board/superintendent teams, each side clearly understands its roles and responsibilities. The school board's areas of responsibility include:

- **Goal Setting:** The district vision is translated into long- and short-term goals. The board establishes the structure to accomplish the vision, and periodically evaluates the results.
- **Policy:** Establishes policy for the district and shares in policy development.
- **Designating and Evaluating the Superintendent:** Recruits, hires and evaluates the performance of the superintendent.
- **Budget:** Reviews the budget submitted by the superintendent and aligns the funding priorities with the district goals.
- **Curriculum:** Approves recommended curriculum and textbooks based on standards, goals and policies established by the board. Review and evaluate curriculum as it relates to student assessment results.
- **Staffing and Appraisal:** Adopts policies governing salaries and salary schedules, terms and conditions of employment, fringe benefits, leave and professional development, and employee evaluations.
- **Facilities:** Determines school facility needs and communicates proposed construction plans to the community.

What Do School Boards Do?

The primary function of the board of education is to oversee the education of students in the community. Educational programs conducted at the elementary, middle and high school levels are most familiar. Many local and intermediate school districts also operate preschool and adult education programs for large numbers of people.

Under Michigan law, a board of education has the ultimate responsibility for school district operations. Among other things, the Revised School Code gives each board of education general powers to:

- Educate students.
- Provide for the safety and welfare of students.
- Acquire and dispose of school property.
- Determine matters relating to school employees and contractors.
- Control the expenditure and receipt of school funds.
- Make joint agreements and cooperative arrangements.

Specific provisions in the Revised School Code also assign responsibilities to school boards in areas such as:

- Setting the curricula and courses taught in the schools.
- Employing a superintendent, other administrators, teachers and support personnel.
- Levying local taxes to run the schools and adopting a budget.
- Deciding whether or not to furnish transportation for pupils.
- Negotiating with employee unions regarding salaries and other conditions of employment.

Indicators of Effective Boards and Board Members

Ethics are essential to the successful operation of the educational system. MASB has developed indicators of effective boards and board members that encompass the most important responsibilities of a board of education. Ethics are intended to ensure that the conduct of a school board holds the respect and confidence of the community, staff, students and all constituents. It's the belief of MASB that high ethical standards translate into a focus on student achievement, culture and conduct at board meetings and consistent accountability.

Focus on Student Achievement

Board members:

- Ensure the district has a comprehensive, performance-based plan for improving student achievement.
- Advocate for and support a strategic plan.
- Set the agenda, seek information and ask questions consistent with the plan.
- Focus on issues that improve student achievement.

Accountability

Board members:

- Are informed about the issues before the board.
- Play an active role in committee meetings and work sessions.
- Seek information and ways the board and community can be better informed about the district's progress through an objective analysis of data.
- Base decisions, comments and questions on objective data.
- Visit schools and other community events, in accordance with district policy, to hear from stakeholders and to help shape a positive public opinion about the district.

Culture and Conduct at Board Meetings

Board members:

- Value differences of opinion and don't let differences degenerate into personality conflicts.
- Focus the board agenda and meeting on issues related to improving student achievement.
- Publicly support the superintendent and staff.
- Seek to build consensus and an environment of trust and respect among their fellow board members.

Ethics

Board members:

- Ensure that familial or business relationships or special interest group affiliations don't contribute to a bias in decisions.
- Ensure that solicited or received money, services, or other items of value from vendors or special interest groups don't influence decisions or public perceptions.
- Ensure that commitments and directives are in the best interest of the entire board and district and not the individual board member.
- Create an environment that discourages micromanagement or undermining of the superintendent.

Ida Public Schools Communication Process

Questions or Concerns: Many questions and concerns can be quickly and completely answered. In order to minimize confusion or inaccurate information, it is important to speak directly to the persons involved, especially if you have received your information second hand. If you are then not satisfied with the information or results of the action taken, you would contact who is next in the communication process.

Communication Process:

In general, academic or behavioral problems or concerns should go through the following process in this order. For example, if your question or concern is with a teacher, you would go to the teacher first. If you are not satisfied with the information or results of the action taken, you would then go to the principal, and so on.

- Teacher
- Principal
- Appropriate Central Office Administrator
- Superintendent of Schools
- Board of Education

for Athletics/Extracurricular Activities

- Coach
- Athletic Director
- High School or Middle School Principal
- Superintendent
- Board of Education

Communications to students, parents, staff and community:

- The Honeywell call out, text and email system is used to communicate general and time sensitive information. If a call out is time sensitive, we will also put a pop up on the district website.

Communications to students, parents, staff and community (continued)

- The mission of the district or building websites is to inform, educate and celebrate!
- The mission of the district Facebook page is to inform. If you have questions or concerns with one of our posts, please call. We do not post or follow other Facebook pages. This is important to know in case inaccurate information is shared on other pages that have Ida Schools in their name. It can be confusing. Also, if you see a post on one of those Facebook pages, not the official Ida Schools page, that would be important for us to know, please encourage the person who posted to contact the named person or the person in charge of the area they have concerns in. Facebook is a positive communication tool when used responsibly.
- The Ida Insights Newsletter's mission is to provide the latest information and points of pride, from Ida Public School, to our entire community.
- The Ida Insights Special Edition Newsletter's mission is to provide the community with information to serve as a state of the district update and will include time sensitive information.

Transportation

The biggest concern we would like parents to be aware of is the increase in drivers running the buses red lights at bus stops. We are working in partnership with both local and state law enforcement to help with this problem. In addition to this, we need to make sure we are talking to our students at home stressing the importance of always watching the bus driver and waiting for their signal to cross the road. The bus driver is in the best position to let students know when it is safe to cross.

December's bus counts showed great improvements on buses 9 and 22. Further changes were made to improve bus 22's student load which will again be assessed in next month's counts.

BUS	Sept 9-13, 2019		Dec 9-13, 2019		AM AVG	PM AVG	AVG
	AM	PM	AM	PM			
2	34.5	37.4	36.6	43.6	35.6	40.5	38.0
3	44.2	46	43.4	41.2	43.8	43.6	43.7
6	46.25	56.75	48.8	55.6	47.5	56.2	51.9
9	50.75	70.8	44.2	51.6	47.5	61.2	54.3
10	50.6	42	51	48.25	50.8	45.1	48.0
11	34.6	45.2	17.6	30.4	26.1	37.8	32.0
12	43.25	47	40.2	39.6	41.7	43.3	42.5
13	50	49	44.2	41.8	47.1	45.4	46.3
15	41.4	35.2	35	34.8	38.2	35.0	36.6
17	53.5	53	53.5	53.5	53.5	53.3	53.4
18	56.75	57.2	53.25	55.25	55.0	56.2	55.6
19	61	50.2	51	52.75	56.0	51.5	53.7
20	38.2	41.6	34	35.6	36.1	38.6	37.4
21	41.25	46.6	39.25	44.8	40.3	45.7	43.0
22	60.4	67.4	50.8	60.25	55.6	63.8	59.7
23	52.6	52.6	49.2	48.2	50.9	50.4	50.7
25	46.6	50.4	35.6	53.8	41.1	52.1	46.6
26	38	37.75	42.4	41	40.2	39.4	39.8
Totals	843.9	886.1	770	832			833.0
Avg	46.88	49.228	42.78	46.22			46.3

Ida Elementary PTA

The PTA leadership is seeking parent(s) candidates to fill the following PTA Board Positions for the 20/21 and 21/22 school years: PTA President and PTA Treasurer. Also looking for volunteers to assist with Daddy Daughter Dance to be held April 18th and Teacher Appreciation Week; May 4th thru May 8th. For additional information or to express your interest please email: bluestreakspta@gmail.com. Remaining 2019-2020 PTA Meetings @ 7:00 pm: March 17, April 21 and May 19

Upcoming PTA Events:

- March 15 - Mother Son Event
- April 18 - Daddy Daughter dance
- April 24 - 50's Spirit Day
- May 4 - May 8 - Coin Drive
- May 18 - May 20 - Book Fair (BOGO)
- June 14 - Kalahari
- Every Friday - Popcorn Fridays (excluding half days)



Call 734-260-3605 now to Pre-Register

Round-up is by appointment only

Ida Elementary School is now accepting student registration information for Kindergarten 2020-2021. "Round-Up" will be held on Wednesday, May 13th and Thursday, May 14th.

If you have or know a child that will be five (5) years old by September 1st or as late as December 1st, please call Ida Elementary at 734-269-3605 to get on the mailing list for registration materials. Registration materials will be mailed the month of April.

Ida Food Services

Customizing our Food Services to Meet the Needs of Our Families.

We are very proud of our foodservice here at Ida. For those of you who do not know, we are the only school foodservice in the county that is locally owned and operated by their school district. We are always working on making improvements to better serve our students and families. Here are a few things that might be helpful to know:

- We have extended the students charge limits to three lunches in the past month, to allow time for the students to notify their parents. As of February, 2020, we are sending out "Honeywell's" every day to the parents of the students that have negative accounts. Hopefully, more notifications will help you in keeping up with your children's accounts.
- We know it is very easy for students to over spend...examples... buying breakfast, and the parents not knowing, while already haven eaten at home or purchasing Ala Carte items that are desserts and snack foods at the expense of not eating healthier choices. If parents would like to limit or put restrictions on their child's account so they only use it for items they specify, parents are welcome to call. We can put the restriction of your choosing in the computer. Contact information is on the last page.
- We do not qualify for the state to provide free lunches for all of our students like some of the other districts in our county.

If you know of a child or children in in our district that are in need of a free breakfast or lunch, please let food services or the principal know. All contact information is on the last page. It will be confidential.

Ida Early and Middle College

Ida's early and middle college has blended the best of both opportunities, the comprehensive high school experience with the opportunity to complete an associate's degree or Career and Technical degree or certificate from Monroe County Community College. Ida pays the tuition for the college courses through state funding. If your child has a friend, even from a different district, they are welcome to apply. The social aspect is important for students. If you are interested in more information, please contact Mrs. Riley or Mrs. Ryan. Their contact information is on the last page. It is a wonderful opportunity for students and a great cost saver for families.

Reasons to Consider

Minimal cost for families • Earn your diploma along with a certificate, associate's degree, or up to 60 transferable credits • Numerous STEM related programs of study • Still able to participate in sports, dances, and extra-curricular activities but not 5th year • Walk at graduation with your classmates • Gives you the college experience while at home.

Requirements

Applications must be submitted before Junior year • A program of study at MCCC will be chosen • Will commit to full 5 years • Students must have personal transportation to the college (not provided by Ida) • Core classes will be completed at Ida • Students are responsible for signing up for college classes, buying the necessary books, and turning in attendance forms • Students may not participate in IHS activities their 5th year.

https://www.idaschools.org/downloads/ida_early_middle_college_files/brochure_2-21-19.pdf

https://www.idaschools.org/downloads/ida_early_middle_college_files/2018-19_iemc_presentation.pdf

Academic Preparation and Alignment

- Assuring a good transition for our students from IHS to MCCC
- Individual planning meetings with students to map out course of study
- Accuplacer to determine placement for all 10th graders
- Orientation, campus tour
- Constant evaluation of students' success in high school and college classes



Friends of Ida

Mission: Friends of Ida was created to help ensure that every student at Ida has the resources they need to thrive. There are three ways you could help.

1. If you are a student, parent, or community member, and you know of a student in need, please notify any staff member. The needs could range from school supplies, help with field trip expenses, clothing, or food to name just a few. We will see to it, as best we can, that assistance is made available or direct them to a source already in existence for their need.
2. You can become a Friend of Ida by making a financial contribution. We have set up a special account for Friends of Ida that is not part of the general fund and is restricted for use as directed by the Friends of Ida advisory board. Checks can be made out to Ida Public/Friends of Ida. Tax exemptions apply.
3. You could be on a donor list. Several have offered to call them if a special need arises. If you would like to be on this list, please contact Janie Dressel at 734-269-9003 x4002 or dressel@idaschools.org. Janie is the superintendent's secretary.

The advisory board sets the parameters of best practices for helping students in need. It is made up of: High School – Kelly Riley and Caitlin Ryan, Middle School – Jen Butz, Elementary – Donna Banker – Central - Janie Dressel, Sandy Kreps and a parent. When a staff member is made aware of a need, they will submit a referral to an advisory board member. We thought it was easiest for those referring to be able to go to any staff member and it would be passed on. That way, you do not have to remember the names of the advisory board.

Other services available:

211, through United Way, is available to help with domestic needs: <https://unitedwaysem.org/2-1-1/> Talk to a community care advocate by dialing 2-1-1 to find referrals for food, shelter, medical assistance and they have been known to help with more, such as utilities. They are available every day, every hour for 365 days.

The Bed Race to Aid Children and the Sled Race to Aid Children raises money to provide beds for children. If you know of children in need of a bed, please call 734-242-1545 or email: info@monroebedrace.org

MCKINNEY-VENTO HOMELESS EDUCATION ASSISTANCE ACT

The McKinney-Vento program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. State education agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth.

Do any of the following situations apply to you?

- In a shelter, motel, vehicle, or campground
- On the street
- In an abandoned building, trailer, or other inadequate accommodations
- Doubled up with friends or relatives because you cannot find or afford housing

If so, please contact one of the McKinney-Vento Coordinators:

Elementary School - Donna Banker

Middle School - Jen Butz

High School - Kelly Riley & Caitlin Ryan

Open Board Seats for the November Election

We have four (4) board seats that expire in December. If you are interested or considering, please contact one of the current board members or the superintendent for information. Board members and email links are provided on our website. The filing deadline for School Board Nominating Petitions (or the \$100 filing fee) and Affidavits of Identity is 4:00 p.m., July 21, 2020. Required forms can be filed at any time between now and then at the Monroe County Clerk's Office at 106 E. First Street, Monroe MI or call 734-240-7020 for more information.

Current Board of Education Members

Michael Mero, Jr, President
Tim Janssen, Vice President
Matt Darr, Treasurer
Heather Schafer, Secretary
Jamie Hunter, Trustee
Jennifer Muir, Trustee
Andy Peth, Trustee

2019-2020

Board of Education Meetings

At their annual organizational meeting, the members of the Ida Board of Education established meeting date, times, and places for Fiscal year 2020. Twelve of the regularly scheduled meetings will be conducted on the second Monday of the month. All board meetings will begin at 7:00 p.m., and will be held in the high school library, unless the Board of Education determines a more appropriate site is available.

April 13, 2020	Regular Business Meeting
May 11, 2020	Regular Business Meeting
June 8, 2020	Regular Business Meeting
June 22, 2020	Regular Business Meeting/ Uniform Budget Meeting/ End of Fiscal Year
July 13, 2020	Annual Organizational Meeting/ Regular Business Meeting

IDA SCHOOL DISTRICT MISSION STATEMENT

The mission of Ida Public Schools is to bring students, staff and community together to maintain our rich traditions. We will provide students with a safe learning environment, an exceptional curriculum, skills to meet the challenges of the future, and the means to become life-long learners.

First Annual Sled Race to Aid Children held at Christmas in Ida Festival & Parade of Lights



IDA Insights
is published by the
Ida Public Schools
Board of Education

