



A Message from Superintendent, Joseph Murphy

It is our pleasure to present to you the first Huron Intermediate School District Board Newsletter of the 2018-2019 school year. I hope all of you have had a great start to the school year. It was nice to have the collaboration of all schools in the county as we gathered at Lakers on August 21st for professional development. We began producing these newsletters about five years ago to improve communication with our local school districts and will continue to have four newsletters per year to keep you informed. We are proud of the outstanding programs and services we offer at the HISD. I welcome any feedback you may have including ideas for future newsletters. Also, I have included a fact sheet from the School Research Finance Collaborative at the end of this newsletter. This was a group of business and education leaders who worked in concert with two leading school research firms to study what it costs to educate a student in Michigan. I encourage you to visit fundmischools.org to view the report and learn more. Lastly, we have an excellent staff at the HISD that looks forward to working with you to serve all students in our county. I look forward to a great 2018-2019 school year.

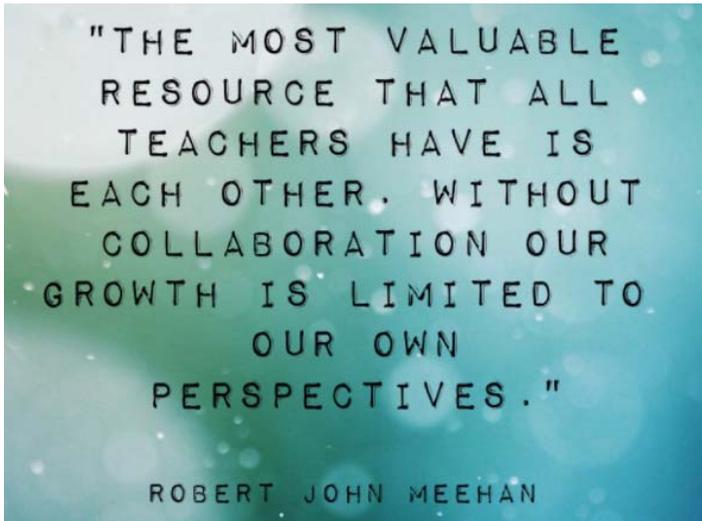


County School Board Dinner & Meeting



The Huron Intermediate School District will be hosting a County School Board Dinner/Meeting on Tuesday, October 9. Dinner is at 6 p.m. with a brief meeting to be followed by a presentation. The topic for this meeting is the Michigan Association of School Boards (MASB) Region 5 Legislative Priority Setting. Guest Presenters will be members of the MASB Government Relations Team. The Priority Settings Meeting will be held from 7:00 to 8:30 p.m.

This meeting is open to all Huron County School Board Members and Superintendents. R.S.V.P. to Donna Gliniecki at don-nag@huronisd.org or 269-3461.



Welcome Back!



Visit our website often to find out about trainings, upcoming events, local data, and so much more!

[www.huronisd.org](http://www.huronisd.org)





## Huron ISD Welcomes New Teacher

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**AMY BOLZMAN**

Huron ISD welcomes Amy Bolzman as a new teacher at the Huron Learning Center. Amy comes to the ISD from the Gross Pointe Public Schools where she was a middle school teacher for students with cognitive impairments. She is a certified Special Olympics coach and has participated in the Unified Program as well. Amy's 14 years of experience have helped her make a smooth transition to her new assignment as the HLC SXI teacher. Amy received both her undergraduate and graduate degrees from Central Michigan University and she and her husband reside in the Port Austin area. In her free time, Amy enjoys camping, boating, fishing and anything that gets her outdoors. She also enjoys reading and practicing yoga. We are happy to have Amy on board and look forward to supporting her in her new position with our organization.



## Substitute Teachers and Paraprofessionals

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The Huron ISD and local districts have recently partnered with EDUStaff, LLC to provide contracted services for our substitute teachers and substitute paraprofessionals. Several factors were considered in our decision to switch to EDUStaff from PESG, not the least of which was our confidence in their ability to provide the excellence of service that both our districts and our contracted employees require. This change went into effect July 1, 2018, and the transition has gone smoothly.

Educational requirements to become a paraprofessional substitute is a high school diploma or GED. In order to become a substitute teacher, the individual has to have at least 60 semester hours of college credit or an associate degree from a college, university, or community college and, for substitute teaching in grades 9 to 12, be at least 22 years of age. The 60 semester hours do not need to be from the same college, university, or community college.

Substitutes must be cleared through a criminal history background check. The Huron ISD completes fingerprinting background checks for our third party contracted substitutes here on-site as a secondary option other than the sheriff's department. This new service allows for added flexibility with scheduling, as well as cost savings.

Individuals interested in becoming a substitute teacher or substitute paraprofessional can go to [www.edustaff.org](http://www.edustaff.org) to begin the enrollment process.





## Retirement Education

You don't have to wait until you're near retirement to begin planning for it. The sooner you begin making arrangements, the smoother the whole process will be.

Employees are strongly recommended to invest in other products over and beyond their school retirement pension. School districts offer 403(b) plans to allow for pre-tax savings.

This year the HISD is hosting retirement workshops for all local district staff. The Michigan Association of Retired School Personnel (MARSP) will be presenting on Pension 101 for employees with 0-5 years of service, Pension 201 for employees with 5-25 years of service, and Pension 301 for employees in their last few years of service.

A new addition this year will be a fundamentals of investing class. This educational session will help explain the different vehicles for investing, such as stocks, bonds, IRA's, and the difference between a 403(b) and 457 plan.

Employees are encouraged to contact their school business office for registration information.



## New HATC Program Engages Students in Visual Arts & Communication

This fall, the Huron Area Technical Center introduced a new program for students. Visual Communications is a course intended to engage student learning in the field of visual arts & communication with hands-on projects and real world applications. Mr. Casey Turner was hired and has an extensive background in multimedia, video broadcasting and photography.

Students will be exposed to a number of different segments related to communications and digital multimedia. They will learn Graphic Design, Digital Communications, Web Design and Layout, Web Development, and Internet Safety including legal, ethics, design and overall safety.



In addition, students will learn photography skills, audio and video production, along with other multimedia tools. The students will produce a Tech Center television show that will be broadcasted throughout the building and shared with the community online. THE SHOW will be student-driven, creative and engaging, allowing Mr. Turner to showcase his students' wide variety of talents and skills. Projects will include PSA (Public Service Announcements), commercials, interviews, school happenings and events, short films, music videos and graphics. There will also be a photography element to the class that will include commercial photography, portraits, color design, lighting and effects. Students will put their knowledge to the test and compete at SKILLS USA in a variety of categories.



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## Drone Grant

Tyler Leipprandt, Instructional Technology Consultant at the HISD, recently received a private donation to purchase three drones for the HISD.

Two of the drones will be available for teachers to check out and use with their classroom if they participate in a drone training at the HISD. Because these are really expensive drones, the training will not only cover flying and first-hand practice, it will also cover rules and regulations that we need to be aware of when flying.

The third drone will be used in various STEM 6, 7, and 8 programs with students from all around the county.

If teachers are interested in the idea of using a drone but do not want to get trained or check one out, Tyler is still able to come to classrooms and do a demo lesson and flight.

Aside from the image and video capabilities, here are a few examples of how teachers could tie these drones into the curriculum.

- Fly the drone over the playground, let the kids view it and then write descriptions for a writing task.
- Fly the drone over a few towns and some homes out in the country, have students view them and write a position statement about the best place to live, citing information from the video.
- Fly over a wooded area, creek bed, lake, field, etc., and have students describe the habitats and who/what might live there.
- Fly the drone up on several different weather days and then write about the impact of weather on visibility in science class.
- Fly the drone over the day use park and share with students who attended Mother Nature's Classroom. Have them create a map of the area and mark where they sat for their reflection, did the team building activities, etc.



- Challenge the PE class to do some synchronized movement and video it with the drone. Practice for a bit and then compare how together the movements become.
- Use the drone to take pictures of fields, buildings, or parking lots and use those images to help find the surface area.
- Use the drone to take top-down pictures of different shapes around your district or town. Give point values to ones that may be tougher to get.
- Use the drone to help practice cinematic camera angles.
- Use the drone to create 3D aerial maps needed for architectural and mechanical drawing. Use the drone to show how virtual reality is expanding and how to fly a drone using VFR.

There are a ton of other ways that drones can be incorporated into your classroom!

More details will be emailed to teachers when the drones are in and the PD is scheduled.



# LITERACY UPDATE



If you've looked at the results of Michigan's state assessment, you know the news is not good. Michigan switched to the M-STEP in 2014-15 and we saw a dramatic drop in the percentage of students who were considered proficient in reading. The old MEAP test we had was TOO EASY and that gave us many years of false data about how well our students were reading. Some people want to blame the M-STEP test and say it's too hard, but those test items are tightly aligned to what most states are using at the same grade levels. Unfortunately, test scores have not improved in a substantial and consistent manner over time and this year was no different.

We are taking steps to support literacy efforts across the county, but it will take time for these efforts to bear fruit.

1. **Early Literacy Essential Instructional Practices.** Ten essential practices, founded in research, have been identified. Marilyn Peplinski has offered training to K-3 teachers across the county, including an ongoing study of the practices. It will be an ongoing goal to replace any ineffective practices being used in our schools with effective ones. All of the following points are components of the Essential Instructional Practices.
2. **Early Literacy Coaching.** In 2016-17, Marilyn Peplinski began working closely with kindergarten teachers, providing literacy coaching services; she added Grade 1 teachers in 2017-18 and Second grade this school year. Teachers have been welcoming Marilyn into their classrooms and embracing the coaching services. Teachers have also actively participated in Professional Learning Community opportunities throughout the year.
3. **Effective Programs.** Last school year, we recommended, provided training, and supported the implementation of Heggerty's Phonemic Awareness Program. Phonemic Awareness is an essential skill for developing strong readers. This direct teaching of phonological awareness skills has had a

impact on the K-2 data we are collecting. We continue to encourage schools to use this and other programs supported by or aligned to research.

4. This fall, four schools are piloting a new reading program, Core Knowledge Language Arts. This core reading program seeks to provide systematic, comprehensive decoding instruction while building background knowledge, vocabulary, and writing skills. We are optimistic, based on results so far, that these instructional tools will be instrumental in changing reading outcomes for students. It's hard work to implement any new program, but it's especially challenging when the program is so different from anything we have used previously. Kudos to the teachers who are engaged in this pilot and those who are supporting them with training, coaching, and encouragement!

Assessment that DRIVES instruction. We continue to support the use of assessment systems that are supported in the research. Unfortunately, it's not enough to administer the assessment and just look at the results; we must use the data. We are working to CHANGE the way we support children based on that data and those changes will happen at the classroom and schoolwide levels.

It's a tremendously important task to ensure that our students are good readers, but one we are tackling with dedication and enthusiasm across the county.



# FACT SHEET:

## COMPREHENSIVE STUDY PROVIDES BUILDING BLOCKS TO REFORM MICHIGAN SCHOOL FUNDING

A comprehensive statewide study examining school funding in Michigan, conducted by the School Finance Research Collaborative and released in January 2018, clearly demonstrates the need to reform Michigan's school funding system and provides policymakers with building blocks to begin the process. The School Finance Research Collaborative worked in concert with the nation's two leading school funding research firms to develop the report, which provides the most complete data available on the cost of student achievement in Michigan.

### HERE ARE THE KEY FINDINGS OF THE NEW REPORT:

- ✓ The base per-pupil cost to educate a regular education K-12 student in Michigan is \$9,590, which does not include transportation, food service or capital costs, and only includes pension costs at 4.6% of wages.
- ✓ Charter schools should have the same base per-pupil funding for a regular education student and the same adjustments to the base amount that traditional districts receive.
- ✓ It costs \$14,155 to educate a preschool student age 3 or 4.
- ✓ In addition to the base per-pupil cost, a percentage of the base cost should be provided for special education, English Language Learners, students living in poverty and programs to provide Career and Technical Education.
- ✓ Transportation costs should be funded at \$731 per rider until further study can be carried out.
- ✓ Because Michigan's school district sizes vary widely and small districts lack economies of scale, district size must be taken into account, with funding increases provided for all districts under 7,500 students.

*"This one-of-a-kind, comprehensive report reflects the input of nearly 300 educators throughout Michigan, giving policymakers clear direction on how much it costs to educate a child and how best to reform Michigan's broken school funding system."*

– Bob Moore, School Finance Research Project Director

Additional research will be needed in several areas, including a full capital study to examine district costs; a review of literate and illiterate poverty, and concentration of poverty by district; and a full transportation cost study.

Final Recommended Per-Student Base Cost and Weights\*

Final Recommendation	
Base Cost	\$9,590
Size Adjustment	Adjusted by Formula
Poverty Weight	0.35
ELL	
WIDA 1-2	0.70
WIDA 3-4	0.50
WIDA 5-6/FELS	0.35
Special Education	
Mild	0.70
Moderate	1.15
Severe	State Reimbursement
CTE	Base cost plus 10% per CTE enrolled student
Preschool	14,155
Isolation	0.04

**VISIT [FUNDMISCHOOLS.ORG](http://FUNDMISCHOOLS.ORG) TO VIEW THE FULL REPORT AND LEARN MORE.**