

**DOLLAR BAY-TAMARACK CITY AREA SCHOOLS BOARD OF EDUCATION
BUDGET HEARING - DB-TC ACTIVITY ROOM - JUNE 19, 2023 - 5:30 P.M.**

- I. Opening of Meeting
 - A. Pledge of Allegiance**
 - B. Call to Order**
 - C. Roll Call****
- II. Recommendation to adopt Agenda**
- III. Public Comment on Budget(s)**
- IV. New Business: Discussion of 2023-24 Proposed Budget (to be approved at Following Meeting)**
- V. Adjournment**

-This meeting is a meeting of the Board of Education in public for the purpose of conducting the school district's business and is not to be considered a public community meeting. There is a time for public comment during the meeting as indicated in the agenda.
-Upon request to the superintendent, DB-TC Area Schools shall make reasonable accommodation for a person with disabilities to be able to participate in the meeting.

DOLLAR BAY-TAMARACK CITY AREA SCHOOLS BOARD OF EDUCATION
REGULAR MEETING - DB-TC ACTIVITY ROOM - JUNE 19, 2023 - FOLLOWING BUDGET HEARING

- I. Opening of Meeting
 - A. Pledge of Allegiance
 - B. Call to Order
 - C. Roll Call
- II. Recommendation to adopt Agenda
- III. Public Comment
- IV. Consent Agenda - Recommendation to approve the following:
 - A. Regular Board Meeting Minutes (previous month)
 - B. Financial Statements through the previous month
 - C. Checks written in the previous month
- V. Reports
 - A. Superintendent, Including 98b Benchmark Assessment Goal Reporting
 - B. MS/HS Principal
 - C. Business Manager
- VI. Action and Discussion Items: Finance
 - 1. General Fund, Food Service Fund and Special Activities Fund
 - a) Recommendation to adopt 2022-23 Final Budgets as presented.
 - b) Recommendation to adopt 2023-24 Original Budgets as presented.
 - 2. Recommendation to approve the 2023 Tax Rate Request (Form L-4029) as presented.
- VII. Action and Discussion Items: Operations
 - A. Athletics
 - 1. Recommendation to approve 2023-2024 MHSAA Membership Resolution.
 - 2. Recommendation to discuss raising entry fees for home athletic events.
 - 3. Recommendation to approve petitioning the MHSAA to allow 8th grade athletes to compete in Dollar Bay High School sports.
 - B. Recommendation to approve 2023-2024 School Calendar.
 - C. Recommendation to ratify 2023-2025 Educational Support Professionals Master Agreement.
 - D. Recommendation to approve *Wonders* as the new K-5 Elementary Language Arts curriculum text series.
 - E. Recommendation to renew and update employment contract for Jesse Kentala, middle-high school principal and school counselor.
 - F. Recommendation to approve the hire of Mara Willibey as food service assistant.
- VIII. Old and/or New Business
- IX. Adjournment

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-Upon request to the superintendent, DB-TC Area Schools shall make reasonable accommodation for a person with disabilities to be able to participate in the meeting.

DOLLAR BAY-TAMARACK CITY AREA SCHOOLS BOARD OF EDUCATION
REGULAR MEETING - DB-TC ACTIVITY ROOM - MAY 16, 2023 - 5:30 P.M.

- I. Opening of Meeting - 5:31 pm
 - A. Pledge of Allegiance
 - B. Call to Order
 - C. Roll Call
 - Board Members: Steve LeClaire, Jen Stout, Angela Keranan, Chrissy Halkola, David Maki, Dallas Bond, Absent: Donna Engman
 - Administration: Christina Norland (S.I./K-5 Principal), Jesse Kentala (MS/HS Principal), Tom Sturos (Business Manager)
- II. Recommendation to adopt Agenda
 - Motion by Dallas Bond, support by Jen Stout. Motion carried unanimously.
- III. Presentation: Kendra Kangas and Emily Lindley regarding Early College Experience and job shadowing.
 - The Board heard the presentation.
- IV. Public Comment
 - The Board heard public comment.
- V. Consent Agenda - Recommendation to approve the following:
 - A. Regular Board Meeting Minutes (previous month)
 - B. Financial Statements through the previous month
 - C. Checks written in the previous month
 - Motion by David Maki, support by Dallas Bond. Motion carried unanimously.
- VI. Reports
 - A. Superintendent
 - B. MS/HS Principal
 - C. Business Manager
 - The Board heard the reports.
- VII. Action and Discussion Items
 - A. Recommendation to approve the hire of Kristi Kruczynski as elementary classroom teacher.
 - Motion by Chrissy Halkola, support by Dallas Bond Discussion. Motion carried unanimously.
 - B. Recommendation to approve the hire of Julia Boynton as elementary classroom teacher.
 - Motion by David Maki, support by Angela Keranen. Discussion. Motion carried unanimously.
 - C. Recommendation to approve the hire of Todd Boynton as multi-subject middle/high school teacher.
 - Motion by Dallas Bond, support by Jen Stout. Discussion. Motion carried unanimously.
 - D. Recommendation to approve Eureka Math Squared as the new elementary math curriculum text series.
 - Motion by Dallas Bond, support by Chrissy Halkola. Discussion. Motion carried unanimously.
 - E. Recommendation to enter into a cooperative athletic program agreement with CLK (Calumet-Laurium-Keweenaw) Schools for Gymnastics.
 - Motion by Jen Stout, support by Dallas Bond. Motion carried unanimously.

-This meeting is a meeting of the Board of Education in public for the purpose of conducting the school district's business and is not to be considered a public community meeting. There is a time for public comment during the meeting as indicated in the agenda.
-Upon request to the superintendent, DB-TC Area Schools shall make reasonable accommodation for a person with disabilities to be able to participate in the meeting.

- F. Recommendation to approve CCISD 2023-24 budget.
-Motion by David Maki, support by Dallas Bond. Motion carried unanimously.
- G. Recommendation to approve voting representative Steve LeClaire and alternate Donna Engman, as DB-TC's voting representative(s) in the upcoming CCISD school board election, and to designate Nels S. Christopherson and Timothy J. Palosaari, incumbents, and the only two running for election, as DB-TC's recommended candidates for election.
-Motion by David Maki, support by Chrissy Halkola. Motion carried unanimously.
- H. Recommendation to continue the arrangement with REMC1 for one day per week on-site Support Net services and remote tech support services for the 2023-24 school year.
-Motion by Dallas Bond, support by Jen Stout. Motion carried unanimously.

VIII. Old and/or New Business
-None

IX. Adjournment - 6: 21 pm
-Motion by Angela Keranen, support by Chrissy Halkola. Motion carried unanimously.

Respectfully submitted,



David Maki (secretary)
Typed by Danielle Bausano

Dollar Bay - Tamarack City Area Schools
Statement of Revenue and Expenditures
FY: 2022-2023

REVENUE

Major Class-Description	Budget	07/01/22 -	Balance	Avail. Bal. %
		5/31/2023		
100-Local Sources	489,308	457,963	31,345	6.41%
300-State Sources	3,092,528	2,447,909	644,619	20.84%
400-Federal Sources	367,021	407,130	(40,109)	-10.93%
500/600-Other Financing Sources	10,800	87	10,713	99.19%
Total Revenue	<u>3,959,657</u>	<u>3,313,089</u>	<u>646,568</u>	<u>16.33%</u>

EXPENDITURES

Major Function - Description	Budget	07/01/22 -	Balance	Avail. Bal. %
		5/31/2023		
100-Instruction				
111-Elementary	1,077,929	677,016	400,913	37.19%
113-High School	1,188,523	751,378	437,145	36.78%
118-Pre Kindergarten	106,788	84,980	21,808	20.42%
122- Special Education	165,215	153,236	11,979	7.25%
125-Compensatory Education	159,265	147,572	11,693	7.34%
200-Supporting Services		-		
210-Guidance/Truancy	2,088	-	2,088	100.00%
219-Other Pupil Support	-	396	(396)	#DIV/0!
220-Library	18,166	28,918	(10,752)	-59.19%
230-Board of Education	31,700	22,627	9,073	28.62%
230-Executive Admin.	233,259	194,386	38,873	16.67%
240-Principals Office	189,048	206,662	(17,614)	-9.32%
250-Fiscal Services	93,209	62,465	30,744	32.98%
260-Operation & Maintenance	328,293	288,911	39,382	12.00%
270-Pupil Transportation	163,850	122,307	41,543	25.35%
280-Central Support Services - Technology	52,550	60,697	(8,147)	-15.50%
290-Athletics	105,684	101,885	3,799	3.59%
400-Payment to Other Gov. Agency, Facility Acq. And Prior Period Adj.				
450-Facility Acquisition/Improvements	-	-	-	
500/600-Other Financing Sources				
510-Debt Service	-	-	-	
6xx - Outgoing Transfer & Modifications	<u>173</u>		<u>173</u>	
Total Expenses	<u>3,915,740</u>	<u>2,903,436</u>	<u>1,012,304</u>	<u>25.85%</u>
Net Income	<u>43,917</u>	<u>409,653</u>		

DOLLAR BAY - TAMARACK CITY AREA SCHOOLS

(SUMMARY-ONLY)

Check No.	Check Type	Status	Vendor	Vendor Name	Amount	Description	Date
0	EFT	Pending	24	State Of Michigan W/H	\$2,547.86	Payroll - State Tax Payable	05/12/2023
0	EFT	Pending	24	State Of Michigan W/H	\$2,267.77	Payroll - State Tax Payable	05/26/2023
2382	PAPER	Printed	269	BARAGA AREA SCHOOLS	\$100.00	4/26/23 Golf Meet	05/03/2023
2383	PAPER	Printed	459	Waste Management, Inc	\$1,119.81	April 2023	05/03/2023
2384	PAPER	Printed	537	DB-TC Area Schools - Activity Fund	\$32.00	Reimb DB Activity-HS Band dep PayPal2/10/23 ref C/R 3/28/23	05/03/2023
2385	PAPER	Printed	135	Lake Linden-Hubbell Schools	\$250.00	5/4/23, 5/8/23 Track Meets	05/08/2023
2386	PAPER	Printed	1759	Finlandia University Receivership	\$3,000.00	Platform Stage System - Used	05/10/2023
2387	PAPER	Printed	616	Houghton-Portage Township Schools	\$125.00	5/10/23 Middle School Track Meet	05/10/2023
2388	PAPER	Printed	1760	CALUMET ATHLETICS	\$125.00	5/11/23 Varsity Track Meet	05/11/2023
2389	PAPER	Printed	1761	HANCOCK ATHLETICS	\$30.00	5/11/23 Golf Meet	05/11/2023
2390	PAPER	Printed	1762	Keweenaw Wild Bird R.E.C.	\$192.00	Native Plant Sale	05/12/2023
2391	PAPER	Printed	1761	HANCOCK ATHLETICS	\$75.00	5/18/23 Middle School Track	05/15/2023
2392	PAPER	Printed	616	Houghton-Portage Township Schools	\$150.00	5/15/23 Varsity Track Meet	05/15/2023
2393	PAPER	Printed	1460	West Iron County High School	\$60.00	5/17/23 Varsity Golf Meet	05/15/2023
2394	PAPER	Printed	1763	Dan Grandy	\$190.00	Bees for observation hive	05/15/2023
2395	PAPER	Printed	1080	AT&T Mobility	\$196.74	3/12/23-4/11/23	05/17/2023
2396	PAPER	Printed	405	Brockway Photography	\$62.00	K-12 Digital Files For Yearbook	05/17/2023
2397	PAPER	Printed	730	CCISD	\$20,518.50	SupportNet Q4, VoIP, WBL, MACUL Bus	05/17/2023
2398	PAPER	Printed	486	CDW Government, Inc.	\$3,206.35	Aruba Switch	05/17/2023
2399	PAPER	Printed	128	COUNTRY FRESH GR, DEAN DAIRY	\$818.59	4/10/23-4/24/23 Invoices	05/17/2023
2400	PAPER	Printed	94	CAMPIONI ENTERPRISES, INC.	\$75.63	April 2023	05/17/2023
2401	PAPER	Printed	1208	Jostens	\$12.40	Diplomas	05/17/2023
2402	PAPER	Printed	281	Krist Oil Company, Inc	\$1,530.79	April 2023	05/17/2023
2403	PAPER	Printed	1223	Lamers Bus Lines, Inc.	\$14,357.78	March 2023 Student Transportation; May 2023 Prebiling 9 Of	05/17/2023
2404	PAPER	Printed	467	McGann Building Supply, Inc.	\$148.05	April 2023	05/17/2023
2405	PAPER	Printed	1764	PORTAGE HEALTH FOUNDATION	\$1,500.00	Return Of Therapy Dog Grant Funds	05/17/2023
2406	PAPER	Printed	1052	SCHOOL SPECIALTY	\$93.80	Classroom Supplies; Business Office Supplies	05/17/2023
2407	PAPER	Printed	14	SET SEG, ATTN: FINANCE	\$164.85	May 2023	05/17/2023
2408	PAPER	Printed	215	Thrun Law Firm, P.C.	\$60.00	April 2023	05/17/2023
2409	PAPER	Printed	1712	Ontonagon Area School District	\$100.00	5/19/23 Golf Meet	05/19/2023
2410	PAPER	Printed	1493	JK Trophies And Awards	\$111.60	Senior Athlete Awards	05/22/2023
2411	PAPER	Printed	1223	Lamers Bus Lines, Inc.	\$399.13	April 2023 Sports Trips	05/22/2023
2412	PAPER	Printed	188	PERFORMANCE FOODSERVICE	\$707.90	5/5/23 Invoice	05/22/2023
2413	PAPER	Printed	778	Sayen's Enterprises	\$95.00	4/27/23 Van Rental	05/22/2023
2414	PAPER	Printed	14	SET SEG, ATTN: FINANCE	\$164.85	June 2023	05/22/2023
2415	PAPER	Printed	473	Superiorland Library Cooperative	\$472.51	2022/23 First Pmt	05/22/2023
2416	PAPER	Printed	1748	TKE ELEVATOR CORPORATION	\$798.00	5/1/23-7/31/23	05/22/2023
2417	PAPER	Printed	1634	XEROX CORPORATION	\$200.79	Meter Usage 3/21/23-4/21/23	05/22/2023
2418	PAPER	Printed	135	Lake Linden-Hubbell Schools	\$100.00	5/24/23 Middle School Track Meet	05/22/2023
2419	PAPER	Printed	389	CCASB	\$403.59	CCASB Awards/Annual Dues	05/24/2023
2420	PAPER	Printed	616	Houghton-Portage Township Schools	\$1,052.44	2022-23 Cooperative Ski Program	05/24/2023
2421	PAPER	Printed	748	MOILANEN, SARA	\$103.94	Reimb 4/26/23 Walmart Charges; Reimb 5/10/23 Walmart Charges	05/24/2023

DOLLAR BAY - TAMARACK CITY AREA SCHOOLS

(SUMMARY-ONLY)

Check No.	Check Type	Status	Vendor	Vendor Name	Amount	Description	Date
2422	PAPER	Printed	1324	The Office Planning Group, Inc.	\$274.13	Meter Usage 4/15/23-5/14/23; Staples	05/24/2023
2423	PAPER	Printed	1052	SCHOOL SPECIALTY	\$42.04	Index Cards/Construction Paper; Window Envelopes	05/24/2023
2424	PAPER	Printed	506	Torch Lake Township Treasurer	\$1,954.69	2022 Summer Tax Collection	05/24/2023
2425	PAPER	Printed	537	DB-TC Area Schools - Activity Fund	\$1,286.93	DB-TC Activity Garden Fund - transfer from GF	05/24/2023
2426	PAPER	Printed	1760	CALUMET ATHLETICS	\$75.00	6/2/23 Middle School Track Meet	05/30/2023
2427	PAPER	Printed	724	HIGHLAND GOLF COURSE	\$100.00	5/31/23 UP Golf Finals	05/30/2023
2428	PAPER	Printed	115	Houghton High School	\$75.00	5/30/23 Varsity Track Meet	05/30/2023
2451	EFT	Printed	229	Upper Peninsula Power Company	\$3,477.66	April 2023	05/10/2023
2460	EFT	Printed	3	EFTPS - Electronic Federal Tax Payment S	\$14,954.72	Payroll - FICA Tax Payable	05/12/2023
2461	EFT	Printed	961	Valic C/O Chase Bank	\$1,015.38	VALIC 403(b) Annuity	05/12/2023
2462	EFT	Printed	1268	Health Equity	\$1,416.30	Health Savings Account	05/12/2023
2463	EFT	Printed	9	MPERS	\$26,672.29	MIP VOYA DC Record	05/12/2023
2464	EFT	Printed	1527	PCMI - WillisSub, INC	\$1,104.92	5/12/23 Payroll	05/11/2023
2465	EFT	Printed	739	Semco Energy, Inc.	\$2,165.95	April 2023	05/16/2023
2466	EFT	Printed	1388	Capital One	\$246.90	March/April 2023	05/16/2023
2469	EFT	Printed	9	MPERS	\$45,020.45	UAAL	05/22/2023
2470	EFT	Printed	1597	GORDON FOOD SERVICE	\$4,505.99	4/21/23 Credit; 4/24/23 Invoice; 5/1/23 Invoice; 5/8/23 Invo	05/16/2023
2471	EFT	VOID	1578	BMO Financial Group	-voided-	April 2023	05/04/2023
2472	EFT	Printed	3	EFTPS - Electronic Federal Tax Payment S	\$13,342.29	Payroll - FICA Tax Payable	05/26/2023
2473	EFT	Printed	961	Valic C/O Chase Bank	\$1,248.49	VALIC 403(b) Annuity	05/26/2023
2474	EFT	Printed	1268	Health Equity	\$1,416.30	Health Savings Account	05/26/2023
2475	EFT	Printed	9	MPERS	\$26,306.73	MIP VOYA DC Record	05/31/2023
2480	EFT	Printed	1578	BMO Financial Group	\$1,814.70	April 2023; April 2023 - Credit Soar Zimmer	05/04/2023
2485	EFT	Printed	1527	PCMI - WillisSub, INC	\$3,039.87	5/25/23 Payroll	05/25/2023
2486	EFT	Printed	6	MESSA	\$34,391.36	May 2023 Insurance; MESSA Insurance Options; MESSA Health In	05/26/2023
GRAND TOTAL:					67 checks	\$243,677.76	

FUND SUMMARY

Fund	Amount
11	236,856.44
25	6,821.32
	\$243,677.76



DOLLARBAY.K12.MI.US
 PHONE: 906.482.5800 FAX: 989.455.4237
 48475 MAPLE DR. | PO BOX 371 | DOLLAR BAY, MI 49922

Sec. 98b Goal Progress Report

District: DB-TC Area Schools

Grades: K-8

Date: Sept 2022, Feb 2023, June 2023

Mid Year Goal: DB-TC student growth data will indicate improvement in both Reading and Math from the fall to winter assessments.

End of Year Goal: DB-TC student growth data will indicate improvement in both Reading and Math from the fall to spring assessments.

Note: None of DB-TC's subgroups contain 30 or more students, therefore the subgroup category cannot be reported upon.

Assurance: the district has selected benchmark assessments aligned to state standards; assessments have been administered to all in-person students. Benchmark assessments chosen have been approved by MDE and include Early Literacy and Math Benchmark Assessments for K-2nd grade, and Renaissance Star ELA and Math Assessments for 3rd-8th grade. Proficiency assessments for high school are the state-required PSAT and SAT tests.

Goal Category	Benchmark Assessment (Name)	Related to either student achievement or growth on benchmark assessments (Achievement or Growth)	Change observed:
MOY Reading	K-2 Early Literacy Benchmark Assessments	Growth	Overall scale score: K: 941 to 971 1: 986 to 1017 2: 970 to 1008
MOY Math	K-2 Early Math Benchmark Assessments	Growth	Overall scale score: K: 955 to 976 1: 978 to 1006 2: 972 to 1000
EOY Reading	K-2 Early Literacy Benchmark Assessments	Growth	Overall scale score: K: 941 to 979 1: 986 to 1004 2: 970 to 989
EOY Math	K-2 Early Math Benchmark Assessments	Growth	Overall scale score: K: 955 to 986 1: 978 to 1026 2: 972 to 1019

MOY Reading	3-8 Renaissance Star-Reading	Growth	Average scaled score: 3: 912 to 950 4: 966 to 998 5: 1015 to 1050 1010 to 1031 6: 1045 to 1044 7: 1061 to 1074 8: 1061 to 1088
MOY Math	3-8 Renaissance Star-Math	Growth	Average scaled score: 3: 899 to 962 4: 956 to 1004 5: 1001 to 1035 1010 to 1030 6: 1019 to 1028 7: 1033 to 1066 8: 1099 to 1105
EOY Reading	3-8 Renaissance Star-Reading	Growth	Average scaled score: 3: 912 to 902 4: 963 to 1028 5: 1015 to 1059 1010 to 1041 6: 1045 to 1061 7: 1066 to 1068 8: 1061 to 1090
EOY Math	3-8 Renaissance Star-Math	Growth	Average scaled score: 3: 899 to 978 4: 956 to 1023 5: 1001 to 1049 1010 to 1040 6: 1019 to 1042 7: 1033 to 1083 8: 1099 to 1127

Mode of instruction is Fully In-Person.

Dollar Bay - Tamarack City Area Schools
Final General Fund Budget
FY - 2022-2023
Adopted June 19, 2023

	Amend General Fund
REVENUES:	
Local Sources	\$ 468,762
State Sources	\$ 3,221,687
Federal Sources	<u>\$ 692,376</u>
 TOTAL REVENUES	 \$ 4,382,825
EXPENDITURES:	
100-Instruction	
11x-Basic Programs(Pre-k, Elementary & HS)	\$ 2,297,746
12x-Added Needs	<u>\$ 389,361</u>
Total Instruction	\$ 2,687,106
200-Supporting Services	
210-Pupil Support	\$ 600
220-Instructional Staff(Library)	\$ 37,435
230-District & Executive Administration	\$ 283,723
240-School Administration	\$ 277,119
250-Fiscal Services	\$ 80,350
260-Operation & Maintenance	\$ 357,621
270-Pupil Transportation	\$ 155,050
280-Central Support Services(REMC)	\$ 64,535
290-Athletics	<u>\$ 145,849</u>
Total Supporting Services	\$ 1,402,282
400-Payments to Other Government Agencies, Facilities Acquisition and Prior period Adjustments	
450-Facilities Acquisition, Construction & Improvement	<u>\$ -</u>
 TOTAL EXPENDITURES	 <u>\$ 4,089,388</u>
EXCESS (DEFICIENCY) OF REVENUES	\$ 293,437
500/600-OTHER FINANCING SOURCES (USES)	
5xx-Incoming Transfers	\$ -
6xx-Fund Modifications-Internal Transfers	\$ -
511-Debt Service	\$ -
611-Fund Modifications - Internal Transfers	\$ -
625-Fund Modifications - Outgoing Transfers	<u>\$ -</u>
TOTAL OTHER FINANCING SOURCES (USES)	\$ -
 COMBINED EXCESS (DEFICIENCY) OF REVENUES	 \$ 293,437
FUND BALANCE, BEGINNING OF YEAR	
RESTRICTED	\$ -
UNASSIGNED	<u>\$ 647,161</u>
TOTAL FUND BALANCE, BEGINNING OF YEAR	\$ 647,161
 ESTIMATED UNASSIGNED FUND BALANCE, END OF YEAR	 <u>\$ 940,598</u>

Dollar Bay - Tamarack City Area Schools
Final Food Service Fund Budget
FY - 2022-2023
Adopted June 19, 2023

	FINAL Food Service
REVENUES:	
Local Sources	\$ 18,435
State Sources	9,794
Federal Sources	<u>135,989.00</u>
 TOTAL REVENUES	 164,218
 EXPENDITURES:	
Food Service	<u>202,662</u>
 TOTAL EXPENDITURES	 202,662
 EXCESS (DEFICIENCY) OF REVENUES	 (38,444)
 OTHER FINANCING SOURCES	
Incoming Transfers	-
Outgoing Transfers	<u>-</u>
TOTAL OTHER FINANCING SOURCES (USES)	<u>-</u>
 EXCESS (DEFICIENCY) OF REVENUES AND OTHER FINANCING SOURCES OVER EXPENDITURES AND OTHER FINANCING USES	 (38,444)
 UNRESERVED FUND BALANCE, BEGINNING OF YEAR	 <u>99,273</u>
 UNRESERVED FUND BALANCE, END OF YEAR	 <u>\$ 60,829</u>

Dollar Bay - Tamarack City Area Schools
Final Special Activities Fund Budget
FY - 2022-2023
Adopted June 19, 2023

	<u>Special Activities</u>
TOTAL REVENUES	49,500
TOTAL EXPENDITURES	<u>38,200</u>
EXCESS (DEFICIENCY) OF REVENUES	<u>11,300</u>
COMMITTED FUND BALANCE, BEG OF YEAR	<u>26,204</u>
COMMITTED FUND BALANCE, END OF YEAR	<u>\$ 37,504</u>

Dollar Bay - Tamarack City Area Schools
Original General Fund Budget
FY - 2023-2024

Adopted June 19, 2023

	Original General Fund
REVENUES:	
Local Sources	\$ 493,181
State Sources	\$ 3,186,203
Federal Sources	<u>\$ 227,882</u>
 TOTAL REVENUES	 \$ 3,907,266
EXPENDITURES:	
100-Instruction	
111-Basic Programs(Elementary & HS)	\$ 2,203,221
125-Added Needs	<u>\$ 444,900</u>
Total Instruction	\$ 2,648,122
200-Supporting Services	
210-Pupil Support	\$ -
220-Instructional Staff(Library)	\$ 29,371
230-District & Executive Administration	\$ 267,336
240-School Administration	\$ 239,579
250-Fiscal Services	\$ 77,200
260-Operation & Maintenance	\$ 368,115
270-Pupil Transportation	\$ 163,850
280-Central Support Services(REMC)	\$ 60,600
290-Athletics	<u>\$ 130,958</u>
Total Supporting Services	\$ 1,337,009
400-Payments to Other Government Agencies, Facilities Acquisition and Prior period Adjustments	
450-Facilities Acquisition, Construction & Improvement	<u>\$ -</u>
 TOTAL EXPENDITURES	 <u>\$ 3,985,130</u>
EXCESS (DEFICIENCY) OF REVENUES	\$ (77,864)
500/600-OTHER FINANCING SOURCES (USES)	
5xx-Incoming Transfers	\$ -
6xx-Fund Modifications-Internal Transfers	\$ -
511-Debt Service	\$ -
611-Fund Modifications - Internal Transfers	\$ -
625-Fund Modifications - Outgoing Transfers	<u>\$ -</u>
TOTAL OTHER FINANCING SOURCES (USES)	\$ -
 COMBINED EXCESS (DEFICIENCY) OF REVENUES	 \$ (77,864)
FUND BALANCE, BEGINNING OF YEAR	
RESTRICTED	\$ -
UNASSIGNED	<u>\$ 940,598</u>
TOTAL FUND BALANCE, BEGINNING OF YEAR	\$ 940,598
 ESTIMATED UNASSIGNED FUND BALANCE, END OF YEAR	 <u>\$ 862,734</u>

Dollar Bay - Tamarack City Area Schools
Original Food Service Fund Budget
FY - 2023-2024
Adopted June 19, 2023

	Original Food Service
REVENUES:	
Local Sources	\$ 20,520
State Sources	9,000
Federal Sources	<u>115,170.00</u>
 TOTAL REVENUES	 144,690
 EXPENDITURES:	
Food Service	<u>198,615</u>
 TOTAL EXPENDITURES	 198,615
 EXCESS (DEFICIENCY) OF REVENUES	 (53,925)
 OTHER FINANCING SOURCES	
Incoming Transfers	-
Outgoing Transfers	<u>-</u>
TOTAL OTHER FINANCING SOURCES (USES)	<u>-</u>
 EXCESS (DEFICIENCY) OF REVENUES AND OTHER FINANCING SOURCES OVER EXPENDITURES AND OTHER FINANCING USES	 (53,925)
 UNRESERVED FUND BALANCE, BEGINNING OF YEAR	 <u>60,829</u>
 UNRESERVED FUND BALANCE, END OF YEAR	 <u>\$ 6,904</u>

**Dollar Bay - Tamarack City Area Schools
Original Special Activities Fund Budget
FY - 2023-2024**

Adopted June 19, 2023

	<u>Special Activities</u>
TOTAL REVENUES	27,000
TOTAL EXPENDITURES	<u>30,000</u>
EXCESS (DEFICIENCY) OF REVENUES	<u>(3,000)</u>
COMMITTED FUND BALANCE, BEGINNING OF YEAR	<u>37,504</u>
COMMITTED FUND BALANCE, END OF YEAR	<u>\$ 34,504</u>

2023 Tax Rate Request (This form must be completed and submitted on or before September 30, 2023)

MILLAGE REQUEST REPORT TO COUNTY BOARD OF COMMISSIONERS

Carefully read the instructions on page 2.

This form is issued under authority of MCL Sections 211.24e, 211.34 and 211.34d. Filing is mandatory; Penalty applies

County(ies) Where the Local Government Unit Levies Taxes Houghton	2023 Taxable Value of ALL Properties in the Unit as of 5-22-2023 69,022,362
Local Government Unit Requesting Millage Levy Dollar Bay - Tamarack City Area Schools	For LOCAL School Districts: 2023 Taxable Value excluding Principal Residence, Qualified Agricultural, Qualified Forest, Industrial Personal and Commercial Personal Properties. 25,285,027

This form must be completed for each unit of government for which a property tax is levied. Penalty for non-filing is provided under MCL Sec 211.119. The following tax rates have been authorized for levy on the 2023 tax roll.

(1) Source	(2) Purpose of Millage	(3) Date of Election	(4) Original Millage Authorized by Election Charter, etc.	(5) ** 2022 Millage Rate Permanently Reduced by MCL 211.34d "Headlee"	(6) 2023 Current Year "Headlee" Millage Reduction Fraction	(7) 2023 Millage Rate Permanently Reduced by MCL 211.34d "Headlee"	(8) Sec. 211.34 Truth in Assessing or Equalization Millage Rollback Fraction	(9) Maximum Allowable Millage Levy *	(10) Millage Requested to be Levied July 1	(11) Millage Requested to be Levied Dec. 1	(12) Expiration Date of Millage Authorized
VOTED	Operating	11/2022	18.0000		1.0000	18.0000	1.0000	18.0000	18.0000		12/2026
VOTED	Debt Service	9/1994	Unlimited	N/A	N/A	N/A	N/A	7.8600	1.9500		12/2027
VOTED	Debt Service	8/2019	Unlimited	N/A	N/A	N/A	N/A	6.7000	3.5500		12/2041

Prepared by Thomas Sturos	Telephone Number (906) 482-5800	Title of Preparer Business Manager	Date 06/19/2023
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CERTIFICATION: As the representatives for the local government unit named above, we certify that these requested tax levy rates have been reduced, if necessary to comply with the state constitution (Article 9, Section 31), and that the requested levy rates have also been reduced, if necessary, to comply with MCL Sections 211.24e, 211.34 and, for LOCAL school districts which levy a Supplemental (Hold Harmless) Millage, 380.1211(3).

- ☐ Clerk
☒ Secretary
☐ Chairperson
☒ President

Signature	Print Name	Date
	David Maki	06/19/2023
Signature	Print Name	Date
	Steven LeClaire	06/19/2023

* Under Truth in Taxation, MCL Section 211.24e, the governing body may decide to levy a rate which will not exceed the maximum authorized rate allowed in column 9. The requirements of MCL 211.24e must be met prior to levying an operating levy which is larger than the base tax rate but not larger than the rate in column 9.

** **IMPORTANT:** See instructions on page 2 regarding where to find the millage rate used in column (5).

Local School District Use Only. Complete if requesting millage to be levied. See 3TC Bulletin 2 of 2023 for instructions on completing this section.	
Total School District Operating Rates to be Levied (HH/Supp and NH Oper ONLY)	Rate
For Principal Residence, Qualified Ag., Qualified Forest and Industrial Personal	
For Commercial Personal	6.0000
For all Other	18.0000

The Michigan High School Athletic Association is a voluntary, nonprofit corporation comprised of public, private and parochial junior high/ middle and senior high schools whose Boards of Education/Governing Bodies have voluntarily applied for and received membership for and on behalf of their secondary schools. The association sponsors statewide tournaments and makes eligibility rules with respect to participation in such Michigan High School Athletic Association sponsored tournaments in the various sports. Each Board of Education/Governing Body that wishes to host or participate in such meets and tournaments must join the MHSAA and agree to abide by and enforce the MHSAA rules, regulations and qualifications concerning eligibility, game rules and tournament policies, procedures and schedules. **It is a condition for participation in any MHSAA postseason tournaments that high schools adhere to at least the minimum standards of Regulation I and the maximum limitations of Regulation II in ALL MHSAA Tournament sports.**

Michigan High School Athletic Association tournaments are the collective property of the MHSAA and not of any individual member school. The MHSAA reserves the right to promote and advance the membership's interests with publication information; exclusive arrangements to create recognition and exposure for school-sponsored activities; restrictive policies prohibiting exploitation and commercialization of MHSAA-sponsored tournaments; appropriate proprietary interests, and the use of images or transmissions identifying contest officials, spectators and member schools' students, personnel and marks.

To obtain membership, it is necessary for the Board of Education/Governing Body to adopt the following resolution for its junior high/middle and senior high schools. This resolution must be formally ratified by your Board of Education/Governing Body and properly signed. Please return one signed copy for our files and retain one copy for your files. Resolutions that are modified in any way or are supplemented with letters placing additional conditions on MHSAA membership or tournament participation shall be rejected.

MEMBERSHIP RESOLUTION

For the year August 1, 2023 — through July 31, 2024

LIST ON BACK

_____ the School(s) which are under the direction of this Board of Education/Governing Body.

(Junior high/middle and senior high schools of your school system which are to be listed as MHSAA members and receive MHSAA mailings during 2023-24 must be listed on the back of this form)

Dollar Bay-Tamarack City Area Schools

City/Township of Dollar Bay

County of Houghton, of State of Michigan, are hereby:

(A) enrolled as members of the Michigan High School Athletic Association, Inc., a nonprofit association, and

(B) are further enrolled to participate in the approved interschool athletic activities sponsored by said association.

The Board of Education/Governing Body hereby delegates to the Superintendent or his/her designee(s) the responsibility for the supervision and control of said activities, and hereby accepts the Constitution and By-Laws of said association and adopts as its own the rules, regulations and interpretations (as minimum standards), as published in the current *HANDBOOK* as the governing code under which the said school(s) shall conduct its program of interscholastic athletics and agrees to primary enforcement of said rules, regulations, interpretations and qualifications. In addition, it is hereby agreed that schools which host or participate in the association's meets and tournaments shall follow and enforce all tournament policies, procedures and schedules.

This authorization shall be effective from August 1, 2023 and shall remain effective until July 31, 2024, during which the authorization may not be revoked.

RECORD OF ADOPTION

The above resolution was adopted by the Board of Education/Governing Body of the

_____ School(s), on the _____ day of _____, 2023,
and is so recorded in the minutes of the meeting of the said Board/Governing Body.

(Governing Body Name)

(Address)

(City & Zip Code)

(Contact E-mail)

Board Secretary Signature
or Designee

☐ Check if Designee

Schools Which Are To Be MHSAA Members During 2023-24

NOTE: Pursuant to the MHSAA Constitution, all high schools, junior high/middle schools, or other schools of Michigan doing a grade of work corresponding to such schools, may become members of this organization provided (a) the school building has enrollment and onsite attendance of at least 15 students, whether for grades 6 through 8 or 9, grades 7 through 8 or 9, or grades 9 or 10 through 12; and (b) if a nonpublic school, the school qualifies for federal income tax exemption as a not-for-profit organization. To reach the 15-student minimum for middle school membership, schools may join the MHSAA at the 6th-grade level whether or not 6th-grade students participate in athletics.

- A. This Section does not require school districts to become member schools at the junior high/middle school level and does not require school districts to sponsor any interscholastic athletics for 6th-grade students.
- B. If a school district's MHSAA Membership Resolution lists a junior high/middle school as an MHSAA member school, and if the school sponsors a 6th-grade team in any sport or permits a 6th-grade student to participate with 7th- and/or 8th-grade students in any sport, then all of Regulations III and IV apply to all 6th-graders in all sports involving 6th-graders on teams sponsored by that school. If the school does not allow any 6th-graders to participate in a sport, MHSAA rules do not apply in that sport.

Name the Member High School(s)

List separately from JH/MS even if all grades are housed in the same building.

1. Dollar Bay High School
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

If necessary, list additional schools for either column on a separate sheet.

Name the Member Junior High /Middle School(s)

(member 6th, 7th and 8th-grade buildings)

List separately from HS even if all grades are housed in the same building.

1. Dollar Bay Junior High School

Name of Member School

Configuration of grades in building (e.g. K-6, 6-8, 7-8, 7-9): 6-8

Provide anticipated 2023-24 7th and 8th-grade enrollment 52

Provide anticipated 2023-24 6th-grade enrollment 32

Grade levels for membership: 6 ☒ 7 ☒ 8 ☒

1. **Yes or No (circle one)** 6th-graders will be participating in at least one sport with 7th and 8th graders. If yes, and not housed in the same building, add the name of the building that houses 6th-graders on the line below.

2. _____

Name of Member School

Configuration of grades in building (e.g. K-6, 6-8, 7-8, 7-9): _____

Provide anticipated 2023-24 7th and 8th-grade enrollment _____

Provide anticipated 2023-24 6th-grade enrollment _____

Grade levels for membership: 6 ☐ 7 ☐ 8 ☐

1. **Yes or No (circle one)** 6th-graders will be participating in at least one sport with 7th and 8th graders. If yes, and not housed in the same building, add the name of the building that houses 6th-graders on the line below.

3. _____

Name of Member School

Configuration of grades in building (e.g. K-6, 6-8, 7-8, 7-9): _____

Provide anticipated 2023-24 7th and 8th-grade enrollment _____

Provide anticipated 2023-24 6th-grade enrollment _____

Grade levels for membership: 6 ☐ 7 ☐ 8 ☐

1. **Yes or No (circle one)** 6th-graders will be participating in at least one sport with 7th and 8th graders. If yes, and not housed in the same building, add the name of the building that houses 6th-graders on the line below.

Dollar Bay-Tamarack City Area Schools

2023-24 School Calendar

September '23						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October '23						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

November '23						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December '23						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January '24						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

8/29-30: Teacher Inservice
 8/30: MS/HS Orientation at 6 p.m.
9/5: First Day of School
 9/15: Teacher Inservice-No School
 10/13: Teacher Inservice/No School
 10/19: P-T Conferences
 10/20: P-T Conferences-Half Day
 11/22: Exams-End of 1st Trimester
 11/23-24: Thanksgiving Holiday
 11/27: Records Day-No School
 12/20/23-1/2/24: Winter Break
 1/3: School Resumes
 1/25: Teacher Inservice-Half Day
 1/25-26: P-T Conferences-Half Days

2/9: Half-Day
 2/16: Teacher Inservice-No School
 3/7: Exams-End of 2nd Trimester
 3/8: Records Day-No School
 3/29-4/5: Spring Break
 4/8: School Resumes
 4/25: MS/HS P-T Conferences
 4/26: P-T Conferences-Half Day
 5/23: Elementary Open House
 5/24: Half Day
 5/25: Graduation at 10 a.m.
 5/27: Memorial Day-No School
 6/6: Exams-End of 3rd Trimester
6/7: Last Day of School-Half Day

	First & Last Day of School
	No School
	P-T Conferences
	Half Day-12 p.m. Dismissal
	Exams

February '24						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March '24						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April '24						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May '24						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June '24						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Confidential

MASTER AGREEMENT

between

DOLLAR BAY-TAMARACK CITY AREA SCHOOLS BOARD OF EDUCATION

and the

DOLLAR BAY-TAMARACK CITY EDUCATIONAL SUPPORT PROFESSIONALS ASSOCIATION
COPPER COUNTRY EDUCATION ASSOCIATION

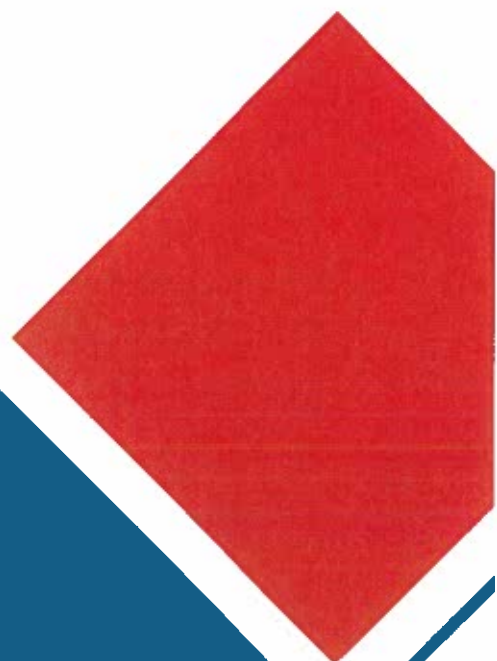
2023-2025

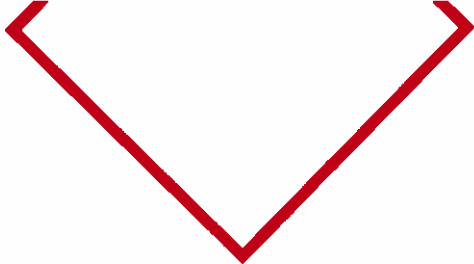
(2023-24, 2024-25)

Mc
Graw
Hill

Wonders

**Research-Based Approach
to Foundational Skills**





Wonders provides explicit and systematic instruction in foundational skills, including phonological/phonemic awareness, phonics, spelling, structural analysis, high-frequency words, and fluency. Foundational skills instruction is built on standardized routines, assessment-driven instruction, multimodal learning, and inclusion of both whole- and small-group instruction for students at all levels. The systematic predictability of *Wonders* foundational skills lessons allows children to focus on content instead of process, while the explicitness presents content in a clear, concise manner.

The complexity of the foundational skills taught gradually increases throughout the units of instruction. To ensure that students develop proficiency in decoding words by translating the letters and spelling patterns into phonemes and pronunciations, a large proportion of the instruction is focused on the direct and explicit instruction of phonological awareness and phonics (Adams, 1991; National Early Literacy Panel, 2008; National Institute of Child Health and Human Development, 2000). Phoneme awareness and letter-sound skills are not optional—they are central to the process of permanent word storage and sight vocabulary development (Kilpatrick, 2016, p. 43). With continued instruction and practice, children build automaticity in decoding and word recognition. Because the weekly Phonics and Spelling lessons are directly linked, students also gain an understanding of the connection between decoding and encoding.

In each grade of *Wonders*, phonics instruction is cumulative. Additionally, year after year, skills are reviewed recursively, and there are strong links among all Word Work strands throughout the grades.

Focus on Word Work

The Teacher's Edition "Focus on Word Work" planning pages (shown on the next page) show how students acquire foundational skills that are immediately applied to reading decodable texts. Students use a variety of multimodal materials to practice and develop automaticity in word recognition, a priority of foundational skills instruction. The Phonics Skills Trace shows how phonics instruction grows more complex across the year. In addition, these pages support teachers in developing an understanding of how systematic instruction can be used to support the needs of all students.

Formative assessment data can have a positive effect on student academic achievement (Klute et al., 2017). Opportunities for ongoing formative assessment using the Student Check-In are available in each lesson. These short check-in assessments are aligned with the lesson goals.

Focus on Word Work

WEEK 1

Build Foundational Skills with Multimodal Learning

1 Phonemic Awareness Activities

2 Sound-Spelling Cards

3 Response Board

4 Word-Building Cards

5 Phonics Activities

6 Spelling Cards online

7 Practice Book

8 High-Frequency Word Cards

9 Visual Vocabulary Cards

10 Take-Home Story

11 Decodable Readers

Phonemic Awareness

- Identify, add, subtract, blend, and segment phonemes

Phonics: Long a, o, e

- Introduce/review sound-spellings
- Blend/build words with sound-spellings
- Practice handwriting
- Structural Analysis Build reading word bank
- Decode and encode in connected text

Spelling: Long a, o, e

- Differentiated spelling instruction
- Encode with sound-spellings
- Explore relationships with word sorts and word families

High-Frequency Words

- Read/Spell/Write routine

See Word Work, pages T10-T13, T20-T23, T30-T33, T52-T53, T58-T59.

Apply Skills to Read

- Children apply foundational skills as they read decodable texts.
- Children practice fluency to develop word automaticity.

T3E UNIT 3 WEEK 1

Wonders Grade 1 Unit 3 Teacher's Edition, pp. T3E-T3F

- Student-Facing Digital Activities** provide independent practice for phonemic awareness, phonics, and high-frequency word skills.
- Response Boards** feature sound boxes and write-on lines for phonemic awareness and phonics lessons.
- Sound-Spelling Cards** support instruction in sound-symbol correspondence for all consonants and vowels.

- Printable **Word-Building Cards** and **Spelling Cards** provide multimodal opportunities for students to build and sort words.
- The **Practice Book** contains reproducible practice pages for students to apply foundational skills.
- High-Frequency Word Cards** and **High-Frequency Word Visual Vocabulary Cards** support orthographic mapping and comprehension of high-frequency words.

- Students apply their phonics knowledge in connected text through **Shared Reads**, **Decodable Readers**, and **Take-Home Stories** in the Practice Book.
- The **Phonics Skills Trace** shows the phonics skills covered across the year.
- Center Activity Cards** provide students additional foundational skills practice for independent or partner work.

PHONICS SKILLS TRACE

8

Explicit Systematic Instruction

Word Work Instruction expands foundational skills to enable children to become proficient readers.

Daily Routine

- Use the 5-Step Sound-Spelling routine and the 5-Step High-Frequency Word routine to build fluency.
- Set Learning Goal.

Explicit Minilessons and Practice

Use daily instruction in both whole and small groups to model, practice, and apply key foundational skills. Opportunities include:

- Multimodal engagement.
- Corrective feedback.
- Supports for English Language Learners in each lesson.
- Peer collaboration.

Formative Assessment

Check-in

- Children reflect on their learning.
- Children show their progress by holding up 1 to 4 fingers in a Check-in routine.
- Check for Success.
- Teacher monitors children's achievement and differentiates for Small Group instruction.

Differentiated Instruction

To strengthen skills, provide targeted review and reteaching lessons and multimodal activities to meet children's diverse needs.

- Approaching Level, ELL
- Includes Tier 2
- On Level
- Beyond Level
- Includes Gifted and Talented

Independent Practice

Provide additional practice as needed. Have children work independently or with partners.

9

Digital Activities

Center Activity Cards

Decodable Readers

Practice Book

Word-Building Cards online

FOCUS ON WORD WORK T3F

49



Phonological/Phonemic Awareness

Research Says...

Building phonological awareness facilitates later mastery of the alphabetic writing system and orthographic mapping (Ehri & Roberts, 2013). Research indicates that the most critical phonemic awareness skills are blending and segmenting, since they are most closely associated with early reading and writing growth (NICHD, 2001).

Wonders Support

GRADE K	GRADE 1	GRADE 2
<i>Wonders</i> Phonological Awareness instruction begins in Start Smart and continues in Units 1–10 as part of the Oral Language lessons. Lessons in Phonemic Awareness are presented daily throughout the program.	Daily Word Work lessons in the Teacher's Edition include explicit, systematic instruction for Phonological and Phonemic Awareness, beginning in Start Smart and continuing in Units 1–6.	The <i>Wonders</i> Teacher's Edition includes both phonological and phonemic awareness lessons across the entire year for second graders, providing flexible instruction and practice opportunities to address skill gaps from previous grade-level benchmarks.
Phonological and Phonemic Awareness lessons are routine based and include the use of multimedia, such as Photo Cards and Elkonin boxes on Response Boards. Practice Book reproducible pages and online games are provided for additional student practice with these skills.		

Phonics and Word Analysis

Research Says...

Well-designed phonics instruction is a necessary component of effective reading programs (NICHD, 2000; Slavin et al., 2011). Phonics instruction is a critical component of literacy instruction because it leads to an understanding of the alphabetic principle—the set of systematic and predictable relationships between written letters and spoken sounds. For children to learn how to sound out word segments and blend these parts to form recognizable words, they must know how letters correspond to sounds (Berninger et al., 2009; International Literacy Association, 2018). Research strongly supports phonics instruction that is both *explicit* and *systematic*. (Carnine et al., 2010; Ehri et al., 2001; Hempenstall, 2016; Stuebing et al., 2008). Phonics instruction should vary in amount and intensity based on the needs of individual students as determined through assessments (Ehri et al., 2001; Fletcher et al., 2019; Connor et al., 2009).

Wonders Support

Wonders phonics instruction is explicit and systematic and progresses from simple to more complex sound-spellings, providing support and scaffolding as new sound-spellings are introduced, relating new knowledge to that which is already known. Lessons focus on helping readers understand the relationship between letters and sounds. Blending, decoding, and word-building are instructional priorities, as they are foundational and necessary skills that allow students to become proficient readers and writers.

Students then have opportunities to reinforce and apply their phonetic knowledge in context via Shared Read selections in the Reading/Writing Companion at Grades K–1, Decodable Readers at Grades K–2, and the Take-Home Stories in the Grades K–1 Practice Book blackline masters. Decodable Passages are also available for all grades. In Grade K, teachers have the option to fast track Long Vowel instruction by using the Long Vowel Express feature beginning in Unit 4 Week 3.

Spelling instruction supports a deeper understanding of letter-sound correlations and improves decoding and spelling skills (Graham et al., 2002; Graham & Santangelo, 2014; Snow et al., 1998). *Wonders* spelling instruction is aligned to phonics instruction, emphasizing the relationship between decoding and encoding letter-sound correlations. Spelling skills are taught weekly and practiced in the Practice Book. Spelling instruction in Grades 1–2 is supported with research-based practice using Word Sorts. Word Sorts provide meaningful, hands-on activities for students to see Phonics/Spelling patterns.

Advanced phonics instruction, including structural analysis and morphology, supports decoding and spelling of multisyllable words (Carnine et al., 2010; Castles et al., 2018; Vaughn et al., 2022). Like phonics instruction, weekly structural analysis instruction at Grades 1 and 2 is explicit and systematic, focusing on high-utility word constructs. After the structural analysis skill is introduced, it is reviewed and reinforced throughout the week.



High-Frequency Words

Research Says...

Orthographic mapping is the mental process we use to store words for immediate retrieval and can be used for words with both regular and irregular sound-spellings. Words are anchored into permanent memory when the string of phonemes in word pronunciations is associated with the letter order in the written word (Ehri & Roberts, 2013).

Wonders Support

New high-frequency words are introduced each week using the Read/Spell/Write routine. To introduce new words, teachers point out sound-spellings that students have already learned as well as any irregular sound-spellings. Students also review previously taught high-frequency words cumulatively each week. High-frequency words are taught in isolation and in context using the Word Work lessons as well as the Shared Read lessons in Grades K–1. Practice Book pages reinforce learning, and the Decodable Reader selections provide an additional opportunity for students to read high-frequency words in context.

Fluency

Research Says...

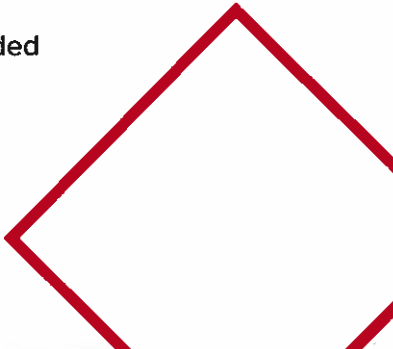
To support the development of reading fluency, the National Reading Panel recommends approaches that incorporate repeated oral reading (guided or unguided) rather than less focused attempts to encourage reading; subsequent research has lent further support for this recommendation, providing evidence that this practice is beneficial alone or in conjunction with other instructional strategies (e.g., Ari, 2011; Lee & Yoon, 2017; Lo et al., 2011; Vaughn et al., 2022).

Wonders Support

Wonders provides explicit instruction and practice in fluency. In Grades K–1, explicit fluency lessons begin in the middle of the year. Prior to that point, students focus on building automaticity with letter recognition, sound/symbol correspondence, high-frequency words, and accuracy of decoding words in isolation and in context.

In Grades 1–2, students practice and apply reading fluently with a variety of student materials within each text set, including Decodable Readers, Shared Reads in the Reading/Writing Companion; Anchor Texts and Paired Selections in the Literature Anthology; and Differentiated Genre Passages.

Lessons focused on Fluency instruction for whole group and small group are included in the instructional plan, as well as a Reader's Theater lesson in Week 6 of each unit. The Center Activity Cards include Fluency practice activities that students can engage in independently or with partners while the teacher is meeting with other students in small groups. Fluency Assessments are also provided as a progress monitoring tool.



Concepts of Print

Research Says...

The National Early Literacy Panel Report confirms that beginning readers need to develop foundational knowledge that includes concepts of print, that is, understanding how print conveys a message through formatting and other features (National Early Literacy Panel, 2008).

Wonders Support

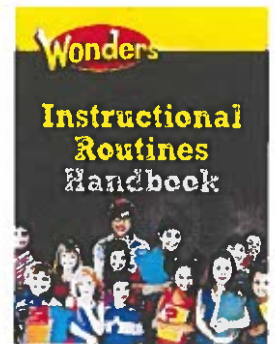
Grade K: *Wonders* instruction in Concepts of Print begins in the three-week Start Smart unit and can be found each week throughout the year in both teacher- and student-read materials.

Grade 1: *Wonders* begins with three weeks of instruction called Start Smart and each day includes a Concepts of Print minilesson with explicit instruction and practice. In Units 1–3, students continue to learn, practice, and apply knowledge of concepts of print through the Literature Big Book and Shared Read lessons.

Additional Support

For the full scope and sequence of skills, see the back pages of each Teacher's Edition. For the instructional path and phonics skills trace, see the planning pages that introduce each unit, week, or text set in the Teacher's Editions.


For more information about *Wonders* foundational skills routines, see pages 29–71 and pages 129–136 in the Instructional Routines Handbook (Digital Course: [choose a grade] → Teacher's Edition → Resources → Resource Library → Teacher Resources → Instructional Routines).




For more detail related to the scientifically-based studies that support the *Wonders* approach, see program author Jan Hasbrouck's "Foundational Skills, Grades K–5" white paper and the *Wonders* Research Base Alignment. (Digital Course: [choose a grade] → Teacher's Edition → Resources → Professional Development → Research Base and White Papers.)



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Wonders



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DOLLAR BAY-TAMARACK CITY AREA SCHOOLS
MIDDLE/HIGH SCHOOL PRINCIPAL-SCHOOL COUNSELOR
CONTRACT OF EMPLOYMENT
2023-2025

This Contract is entered into by and between the Board of Education of the Dollar Bay-Tamarack City Area Schools (the “Board”) and Jesse Kentala (“Administrator”). The Board in accordance with its action found in the minutes of its meeting held on the 19th day of June, 2023, hereby employs Jesse Kentala for a two (2) year period beginning July 1, 2023 and ending June 30, 2025, according to the following terms and conditions.

Contract changes include: -administrator’s salary of \$79,500
 -merit payment of 3% for effective or highly effective ratings

Mara Willibey

SKILLS

I have been a homemaker full time for the last 11 years and I just got back into the working world about 2-3 years ago. For the last 4 years I have been having to prepare a specialized diet for my son due to multiple food allergies. It has been tricky but it has been a very rewarding thing to learn about. I am very compassionate with what I do no matter what it is. I have strengths in organizing, cleaning and cooking. I want to be successful in whatever I am tasked with so I will put my heart and soul into it.

EXPERIENCE

McDonald's, Springville, NY – *Crew Member*

August 2007 – August 2008

- I prepared food, cleaned and organized the kitchen area.
- I took orders and cashed customers out and kept the front end cleaned and organized.
- I left to attend College in another city.

Claire's, Jamestown, NY – *Key Holder*

August 2009 – May 2010

- I opened and closed the store. I also handled the cash register and checked customers out.
- I stocked and kept the store cleaned and organized.
- I left to go to another job that worked better with my College class schedule.

Payless, Jamestown, NY – *Sales Associate*

May 2010 – November 2010

- I opened and closed the store. I also handled the cash register and checked customers out.
- I stocked and kept the store cleaned and organized.
- I left to move back to my hometown.

Jenni B. Richmond Nursing Home, Springville, NY – *CNA*

March 2011 – October 2011

- I was a certified nursing assistant.
- I assisted patients with their daily personal care. Often I had to bathe, dress, feed and transport them.
- I left to move to another state.

Continuum Home Care, Ashtabula, OH – CNA

October 2011 – January 2012

- I assisted patients with their daily personal care. Often I had to bathe, dress, feed and transport them.
- I also had to prepare meals for them and do daily house chores.
- I left to be a stay at home mom.

Walmart, Port Clinton, OH – Cashier

November 2020 – November 2021

- I worked in the front end as a cashier and at the customer service desk.
- I completed returns, money orders and transfers and check cashing.
- I also stocked the front end, organized and cleaned.
- I left for a job opportunity that I couldn't pass up.

Puckett's Pups, Port Clinton, OH – Daycare Manager

January 2022 – September 2022

- I opened and closed the daycare.
- I scheduled clients for boarding, daycare, and temperament testing.
- I took care of the daily needs of the dogs that were staying in our care. Sometimes that also included giving medications and special diets.
- I also cleaned and kept the daycare organized.
- I left because we were transferred to a new state

EDUCATION

Springville Griffith Institute, Springville, NY –

High School Diploma

–Graduated June 2008

Jamestown Community College, Jamestown, NY –

Went to school from September 2008 until May 2010

National Academy of Sports Medicine, Online –

Certified Nutrition Coach – January 2023

Weight Loss Specialist – March 2023