



# MAISD News

a quarterly publication of the Muskegon Area Intermediate School District

December 2007

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# Reports Reveal Depth of ISD-Local District Partnerships

A letter from the MAISD Superintendent, Susan W. Meston, Ph.D.

This month, 12 new customized “Key Services Cards” have been published and are now posted on the MAISD website at [www.muskegonisd.org](http://www.muskegonisd.org). These cards are being presented to local school boards, and copies are being distributed to local governmental offices. Their purpose is to highlight the depth of the partnership between local districts and the ISD. They provide a

customized summary of how each district made use of specific ISD services, resources, and professional development opportunities during the 2006-07 school year. The information is not all-inclusive but offers a representative glance of our collaborative work in the areas of business, special education, technology, career and technical education, early childhood, and instructional services.

These key services cards also list the variety of school staff involved in professional development, networking, and problem-solving meetings.

Throughout the year at the MAISD, an assortment of business directors, human resource managers, principals, teachers, special education directors, curriculum directors, technology directors, media specialists, Title I staff, early childhood staff, nurses, paraprofessionals,

transportation and maintenance/operations directors meet together and with other community partners to maximize resources, share best practices, and save time and money. Please take a few minutes to look at your district’s key services report and celebrate the meaningful ways we work together to enhance learning.



## High School Science Labs Get Dose of New Equipment

submitted by David Krebs, Math/Science Coordinator,  
MAISD Regional Mathematics & Science Center  
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Local high school science labs are getting a dose of new equipment thanks to the **REsources for Authentic Learning in Science (REAL Science)** project. The project is meant to provide high schools throughout the county with access to current, real-world lab equipment. This equipment, selected by teachers collaborating with local industry experts, reflects the industrial and commercial labs of today. The average annual cost for the first three years of the project is about \$155,000, which is beyond the reach of chronically-strained school budgets.

However, support from the Community Foundation for Muskegon County, the Osteopathic Foundation of West Michigan, the William Jackson family, the MAISD and local school districts, has made the project a reality. A recent \$50,000 donation from the House Family Foundation will further support the project.

This summer, local high school science teachers were introduced to the initial purchase of chemistry and biology equipment through hands-on training sessions. They are



On September 18, 2007, Joyce House of the House Family Foundation presented a check for \$50,000 to support the REAL Science initiative. Pictured left to right: Gary Martin, Asst. Superintendent; Dr. Susan Meston, Superintendent; Joyce House, and David Krebs, Math/Science Coordinator, MAISD.

now applying what they learned by using the REAL Science equipment in their classrooms. In an effort to achieve an economy of scale for the equipment, and also for the associated on-going professional development and curriculum support provided by the Center, the MAISD Regional Mathematics & Science Center is handling the logistics of transporting the equipment on a rotating basis to each of the area high schools.

It is anticipated that REAL Science will impact up to 50 teachers and thousands of high school students in Muskegon County over the next four years. The project was pioneered by retired chemist, Daryl Cardy, in collaboration with Dr. Michael Bozym, retired MAISD Superintendent, and Dr. William Schroeder of Trace Analytical Laboratories. The program is being managed by David Krebs of the MAISD Regional Mathematics & Science Center.



### On The Cover

*Untitled*, by Heather Landis, is one of numerous student artwork acquisitions to the MAISD Permanent Art Collection. Heather was a sophomore in 2002 at Whitehall High School when this picture was taken. She says: “This picture was taken in South Carolina at an old plantation.” The quote that this scene brought to her mind is “Time flies and shadows fall,” unknown.

# MAISD Technology Services Department to Implement New Financial System

submitted by Rhonda Smith,  
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At the October meeting of the MAISD Board of Education, approval was granted for the purchase of the Tyler Munis financial system software. This software will replace the MAISD-created, and maintained, system that has been in use by area school districts for over 30 years.

In November 2006, the MAISD Technology Services Department submitted a Request for Proposal (RFP) for financial application software. After the proposals were received, an evaluation committee was formed of business officials from ten MAISD customer districts. The evaluation committee reviewed the costs and services provided and invited three of the six responding vendors to conduct scripted, day-long presentations to all MAISD customer districts.

After the presentations, a survey of participants was distributed to determine the impressions of the software by school district personnel. Based on those evaluations, it was determined that more information was needed, and all three vendors were invited back to meet with the RFP evaluation committee for a half-day question/answer session.

After these sessions, the proposals were narrowed to two software companies: SunGard Bi-Tech and Tyler Munis. Each system is graphical and offers many features to customers that are not currently available, including a user-friendly report writer, time and attendance module, employee access, and an enhanced budgeting module, among others.

During the summer, telephone interviews were conducted with five current customers and three past customers for each vendor. Questions were asked regarding implementation successes and challenges, support by the vendor, procedural efficiencies offered by the software, and other relevant questions.

In September, two MAISD staff members and a business official from an area school district made corporate site visits. These visits included discussions with corporate management, project managers, help desk staff, and other support personnel who would be involved with the MAISD project.

The Tyler Munis software was chosen by the evaluation committee because it offers flexibility, efficiencies and features not currently available. It also provides significant opportunity for growth in the customer base of the MAISD Technology Services Department. This project has received much attention from school districts outside Muskegon County interested in using the Tyler Munis software, and tentative commitments have been received from multiple districts outside Muskegon County.

The system will be implemented in phases, with the first phase consisting of six school districts. It is estimated that the first phase will take 12 to 18 months to complete. Subsequent phases will be on an accelerated schedule.

## \$20,000 Grant to Expand Internet Safety Efforts is First In State

Since September 2007, parents, teachers, and representatives from the Michigan State Police, Muskegon County Sheriff's Department, local law enforcement officers, Child Abuse Council, MAISD, and Verizon have met monthly to develop a strategic plan focused on expanding Internet safety efforts in Muskegon County. Fueled by a newly-awarded \$20,000 grant from the Verizon Foundation combined with local survey data, this work group, named the "Internet Safety Action Committee," is developing new ways to reach middle school students and their parents.

Previously, the committee utilized Leadership Muskegon volunteers and support from the MAISD to reach middle school parents at conferences, but their efforts lacked a dedicated coordinator. The Verizon funding has made it possible to hire a part-time person to sort through and harness the many online and law-enforcement resources available.

A survey of middle school parents conducted at five local school districts last fall showed that 87% of the 451 families had Internet access in their homes. Parents reported that 46% of their children spent time online without them present. The computer was located in a child's bedroom in 22 of the homes, while 32 children were accessing the Internet through their cell phones. Although 126 parents reported that their child had an account on a public domain Weblog site like Facebook, MySpace, or Xanga, 42 of those same parents had never accessed such a site.

The Verizon Foundation funds programs that address the heart of social issues such as literacy, technology education, and domestic violence. The Foundation builds partnerships to replicate the most successful programs in communities across the country. Jeanie Colella, Director of the Child Abuse Council, said Internet safety is a natural fit into their mission of keeping kids safe. "We plan to be one of the leaders in this area and will work hard to create a model program," said Colella.

This is the first Internet safety grant awarded in Michigan by the Verizon Foundation. Since 2000, the Verizon Foundation has invested more than \$400 million in the United States and around the world.

submitted by Kristin Tank, Public Information Officer,  
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# M<sup>3</sup>IP 2 – “Advancing the Teaching and Learning of Mathematics”

submitted by June Au, Mathematics Education Consultant, MAISD Regional Mathematics & Science Center, 231-767-7326 or [jau@muskegonisd.org](mailto:jau@muskegonisd.org)

**The Muskegon Area Middle School Mathematics Project (M<sup>3</sup>IP 2)** has begun its fourth and final year, with 45 special education and general education teachers (grades 5-8) participating. The project goal is to *increase teachers' content and pedagogical knowledge in order to impact student achievement*. M<sup>3</sup>IP 2 is a research initiative including teachers from Muskegon Public Schools, Muskegon Heights Public Schools, and Muskegon Technical Academy.

M<sup>3</sup>IP 2 is a professional development model made possible by a “No Child Left Behind” Title IIB Math/Science Partnership Grant. The MAISD Regional Mathematics & Science Center’s partnership with Western Michigan University, Muskegon Community College, and the Muskegon County districts mentioned above enables the Center to maximize the impact on teachers and their students. M<sup>3</sup>IP 2 continues to provide an opportunity for teachers to engage in collaboration within grades and across grades, to develop a deeper understanding of mathematics and to improve their classroom instructional practice.

Learning Communities have been and will continue to be an integral part of the project’s design. This is

an opportunity for teachers to develop instructional strategies, analyze student work, and strengthen their understanding of mathematics. Elementary teachers (grades 5-6) and middle school teachers meet separately at the district level to better address the specific needs of those groups.

A Teacher Facilitator component was added at the beginning of the 2006-07 school year. A core group of teachers are receiving additional preparation to sustain the project through Learning Communities at the local level.

The project director for M<sup>3</sup>IP 2 is Dr. Ruth Ann Meyer from the Department of Mathematics at Western Michigan University. The project co-directors are Sandra Madden from the Department of Mathematics at Western Michigan University and David Krebs of the MAISD Regional Mathematics & Science Center.

The facilitators for the dialogues include Diane Krasnewich, a mathematics instructor at Muskegon Community College; Dr. David Coffey, Associate Professor of Mathematics at Grand Valley State University; and June Au, Mathematics Education Consultant from the MAISD Regional Mathematics & Science Center.

## West Michigan Science Challenge Scientist Wins Rare National Honor

Connor Ivens, a freshman at Newaygo High School, was chosen as a Discovery Channel Young Scientist Challenge finalist. Connor was one of 1,960 entrants representing 276 affiliated fairs from 47 states, the District of Columbia and Puerto Rico. The 40 finalists were selected from the top 400 national semifinalists announced in August. Connor was the only representative from Michigan.

In October 2007, Connor and his parents traveled to Washington, D.C., to participate in a five-day, all-expense paid trip. While there he took part in interactive scientific challenges and presented his project at the Smithsonian Institution’s National Museum of Natural History.

Connor has participated for the past three years in the West Michigan Science Challenge (WMSC), which is celebrating 25 years of student learning. The 2008 West Michigan Science Challenge will offer the same opportunity for advancement for 5th through 8th grade students to the national DCYSC competition.

Students who wish to participate in this year’s WMSC should begin working on projects soon to have the best chance at success in the upcoming WMSC. Students may work independently or in teams of two. Each year, nearly 100 students from Muskegon, Newaygo, Oceana, and Ottawa counties compete in the annual regional science fair. Students must submit their application and project paper by February 28, 2008, to be entered into the March 13, 2008, competition at Muskegon Community College.

WMSC is affiliated with Science Service, the parent organization of the Intel International Science Fair (grades 9-12) and the Discovery Channel Young Scientist Challenge (grades 5-8). WMSC is a student program of the MAISD Regional Mathematics & Science Center.

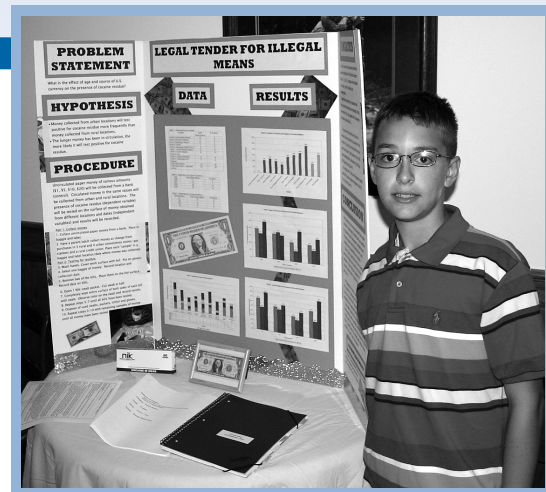


Photo by Ken DeLaat. Photo courtesy of Fremont Times Indicator.

Submitted by Marsha A. Green, West Michigan Science Challenge Chairperson, MAISD Regional Mathematics & Science Center  
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# “What’s the Best School for the Gifted?”

Written by Ellen D. Fiedler, Ph.D.

*Selected text reprinted from Volume 17, Issues 1 & 2, 2007 Images Newsletter - Michigan Alliance for Gifted Education, used with permission from the author.*

The telephone is ringing again. It’s another parent who wants advice from an “expert” on which school (of all of them in the area: public and private, urban and suburban, magnet and neighborhood...) is the **best** school for the gifted. The parents ask: Who is doing the **best** job; who really cares about gifted children; who can they be **sure** will provide the **best** for their child?

They think we know; they think we can tell them; they think there is “one right answer” to this question and that we have it. They think we’re being evasive (or, at the very least, are simply being “politically correct”) when we don’t give them specific information—tell them things that will alleviate their concerns and virtually **guarantee** a successful school experience for their gifted child.

The somewhat painful reality is that even those of us who are looked on as “experts” don’t have the “one right answer” to this question. There are several reasons for this:

1. We don’t know their child.
2. We don’t know what they value in an education.
3. We don’t know everything about every school or school system in the area.

## So what’s to be done?

My best advice to parents is to take the following steps:

1. Ask yourself as many questions as you can about your child and the kind of educational situation you think would be to his/her advantage. For instance:

What is my child really like? (Think about things like personality factors, learning style, degree of giftedness, etc.)

What are my child’s interests? What passions do I already see developing that s/he needs opportunities to pursue?

What kind of learning environment seems to work best for my child? How does s/he deal with challenges? How important is support from adults versus freedom to pursue learning independently?

2. Learn about gifted children, about gifted education, and about what the “experts” think are important factors to consider.
3. Go back to #1; do it again.
4. Start formulating questions that you want to ask about the schools or school systems you are considering for your child. For instance, you might want to ask:

What can you tell me about your school/school system? Do you have a gifted program? What is it like? How are gifted students identified? What do you usually do to respond to their needs?

Would you describe your program as being more geared toward academic achievement or to some other goal (such as helping students become responsible citizens, developing critical/creative thinking abilities, or enhancing self-esteem)?

5. Find out who is in charge – who is responsible for seeing that gifted students are provided with an appropriate education. Make an appointment with that person so that you can start to get answers to your questions.
6. Always consider yourself as an advocate for your child. You have valuable information that can help the schools be more effective in creating the best learning environment for your child.

Finally, once a school has been selected, parents need to get involved. Be there and be aware...of what is going on and ways that you can be a productive partner in your child’s education. Yes, the “experts” can help you, but only by being a guide on your journey to finding the best school for your child.



# Early Childhood

# NEWS



## Creating Young Stars!

By Jane Beaudoin, Great Start Coordinator,  
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Following 18 months of dedicated work by more than 50 members, the Great Start Collaborative of Muskegon County recently issued a detailed report entitled “**Creating Young Stars: A Comprehensive Strategic Plan for Early Childhood Development in Muskegon County.**” The report is part of a statewide effort coordinated by the Early Childhood Investment Corporation to promote healthy early childhood development and system reform.

Collaborative members began the strategic planning process by examining local and state data. Data suggests that the Muskegon community has made progress on a number of early childhood issues in recent years while at the same time facing significant challenges. Progress in the areas of children’s access to medical and dental care, childhood immunizations, utilization of available public pre-school slots, and infant mortality are notable. However, daunting issues such as childhood poverty, single parent households, teen pregnancy, and a lack of early literacy development continue to confront the community. With slightly more than one in four Muskegon County children under the age of five living in poverty as of 2005, much needs to be done to ensure all children a great start in life.

Following a thorough examination of the strengths and weaknesses of the

community’s infrastructure in relation to early childhood development, collaborative members identified seven issues of concern.

1. A *multiple array of entry points* into the service network and a related lack of linkages between such entry points. This often leads to confused parents and promotes an inefficient utilization of scarce resources.
2. The need for *coordinated communication* and *public will-building* initiatives marketing early childhood development services so as to increase public awareness and knowledge of the availability of services for young families.
3. A *persistent lack of public and private resources* set aside for the birth-to-five population and their caregivers.
4. Various *public policy barriers* which make collaboration among early childhood providers difficult, and thus, create inefficiencies in how resources are expended.
5. The need for *parents of Muskegon County* to find their “voice” and develop the skills and confidence to speak up on behalf of young children and families.
6. The need for a *convening organization* within the early childhood community to oversee, publicize,



and monitor the long-term strategic plan.

7. *Transportation services* are consistently lacking for citizens to readily access available services.

The strategic plan outlines 14 goals and more than 30 objectives to be prioritized over the next decade and beyond. A wide range of issues are identified--everything from enhancing pre-natal care to reducing childhood obesity. The collective hope of the collaborative is that all county leaders, businesses, and residents will respond to this plan of action and help our youngest children reach for the stars and achieve their fullest potential.

Copies of the strategic plan can be obtained from Ms. Jane Beaudoin, Great Start Coordinator, at 231-767-7285 or [jbeaudoi@muskegonisd.org](mailto:jbeaudoi@muskegonisd.org) or viewed at [www.greatstartmuskegon.org](http://www.greatstartmuskegon.org).



# Early Childhood Special Education Professional Development UPDATE

During the 2006-07 school year, approximately 41 Early Childhood Special Education teachers, occupational therapists, and speech language pathologists attended a five-day professional development series provided by the MAISD special education consultants. During this series, consultants and participants worked together to improve student access and progress in the Michigan Department of Education Early Childhood Standards of Quality. This was achieved through careful collaborative analysis of the Standards of Quality, with participants identifying areas of need in terms of student achievement in the Language and Literacy Early Learning Expectations. Once these areas were identified, special education consultants worked with participants to provide behavioral and instructional strategies and assistive technology supports to assist in increasing student achievement. Furthermore, participants were given the opportunity to take many of the identified resources and supports back to their classroom in exchange for examples of classroom applications. Supports provided include big and small books, computer-adapted books, low-tech literacy kits, book easels, and a variety of low- and mid-tech communication devices.

Following completion of this professional development series, all participants reported that they felt more comfortable with assessment and instruction of the Language and Literacy Early Learning Expectations than they did when the series began. The following statements were taken directly from participant responses:

- “The use of visual displays and voice output devices has helped tremendously with language and literacy for my most challenged students!”
- “The less capable students have proven to be more capable than I anticipated!”
- “My students have made great progress in the concepts of print and reading. They are retelling stories using props. They understand title, words, and picture. We have been working on writing, and I am very excited about the progress. One student now goes around the room tracing letters and words on posters. This is the best professional development I’ve had for my room!”

As a result of this professional development series, a group of teachers, occupational therapists and speech language pathologists have formed the ECSE Book of the Month Club. During the monthly after-school meetings, participants select a new focus book and create a five-day lesson plan to use the book to provide instruction in one or more of the Early Learning Expectations from the Standards of Quality. In addition to creating a five-day plan, participants prepare book adaptations and corresponding communication overlays to allow access for all students.

To further support student progress, a three-day series for Early Childhood Special Education teachers, occupational therapists and speech language pathologists will be offered during the 2007-08 school year, focusing on the Social and Emotional Development strand of the Standards of Quality.

# CERTIFICATE OF *Excellence*

If you are one of the hundreds who made it to the open house at the Muskegon Area Career Tech Center (MACTC) in October, then you probably realized it is no ordinary high school. Sure, students can earn credits toward high school graduation and, as an added bonus, can even earn college credit through articulation agreements, but would you believe there's more? Many of the MACTC's career training programs also offer students the opportunity to earn or work toward an industry-recognized certification. This experience gives students an edge others might not have when competing for jobs.

Fourteen of the 20 career training programs taught at the MACTC offer certification(s) related to their field of concentration. For instance, Early Childhood Development, Health Services, Public Safety, and Rehab Tech students all become CPR and First Aid certified. This is a valuable tool for everyone, especially individuals in these careers. Health Services students also earn their CNA (Certified Nurse Aide). This allows them to begin to practice nursing while still in high school.

In the Engineering/Manufacturing & Industrial Technology pathway, Electrical and Electronic Technologies (EET) students study to earn their CompTIA A+, Digital Home Technology Integration (DHTI), and Mobile Electronics Certified Professional (MECP) certifications.

These can be used toward careers in computer repair, home theater, car audio, and security systems installation. As an added bonus, Brian Blanchard, MACTC EET instructor, recently became a licensed test administrator. As a result, the MACTC is now recognized as a Pearson Vue authorized test center – the only one in Muskegon County. Also under this pathway, Heating, Ventilation, Air Conditioning, and Refrigeration (HVAC/R) students earn their EPA 608 Refrigeration Certification, while Welding students become code qualified by Certified Welding Inspector and Instructor Mike Lorey.

In the Natural Resources and Agriscience pathway, Horticulture and Natural Resources students can earn up to three credentials. Students can obtain their Michigan Certified Florist certification, Michigan Certified Nurseryman certification, and their Pesticide Applicator's license. With tools like these, students can go into business for themselves or with one of the many local landscaping companies.

Classes in the Business, Management, Marketing, and Technology pathway offer a host of opportunities for students as well. For instance, Internet, Network, and Security Technologies students can earn up to four certifications including Certified Internet Webmaster (CIW) Associate, Certified Wireless Network Administrator (CWNA), CIW Server Administrator, and CIW Security Professional. Each of these progressively moves students up the pay scale, should they choose to become employed in this field. Also under this pathway, Restaurant, Catering and Culinary Management students earn their ServSafe® certification – the most widely recognized credential in food safety and sanitation.

Some certification programs require



more hours than students can complete in a single school year; however, their experience at the MACTC can be counted toward those hours. For example, Auto Service and Auto Body Technology students can earn hours toward becoming Automotive Service Excellence (ASE) certified. Cosmetology students work toward the 1,500 hours they must earn in order to take the State of Michigan Licensing exam. Upon successful completion of the exam, those students become certified to practice cosmetology in the state of Michigan. Finally, Early Childhood Development students earn training hours toward the nationally-recognized Child Development Associate (CDA) credential. While this stamp is not necessary for students interested in pursuing a career as a child educator, it shows their commitment to the field.

The competitive edge MACTC students earn by successfully completing their course work and occupational certifications truly gives them a head start toward post-secondary training and/or entering the workforce. For more information regarding MACTC programs and industry certifications, please contact Mike Carpenter, MACTC Principal, at 231-767-3605 or mcarpent@muskegonisd.org.



submitted by Stephanie Germaine,  
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# Students to Gain Historical Perspective with New Classroom Materials

submitted by Kristin Tank,  
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Teachers in classrooms throughout Muskegon County received their very own complimentary copies of Muskegon's historical films, *Coming to the Lakes* and *Rising from the Sawdust*. The DVDs are packaged with a newly-assembled collection of teacher-developed tools that include writing exercises, timelines, scavenger hunts, artifact detective experiences, map activities, and viewing and discussion guides.

The materials were designed for use with elementary, middle school, high school and even adult students. "The entire package helps make the story of our region come alive for students at all grade levels," said David Klemm, the MAISD consultant who directed the curriculum portion of the project.

Local teachers who wrote and piloted the materials believe they will spark discussion and interest and cause students to pursue further research. "The DVDs are simply a starting point for students to stand on as they focus on our community's history and future," said Mr. Klemm. "The project will help students understand Muskegon's story in the broader context of our state, nation and world. We want to help them make

sense of our community in the scope of an even bigger geography," he added. Mr. Klemm has offered to assist teachers as they integrate these materials into their instruction.

The entire educational project began several years ago with the work of John McGarry, Executive Director of the Muskegon County Museum. His film and the permanent exhibit, *Coming to the Lakes*, tell the story of migration to our region, helping to explain the diversity of people and cultures in Muskegon. *Coming to the Lakes* was produced with a classroom audience in mind. In 2006, the production of a second film, *Muskegon: Rising from the Sawdust*, built upon the first to create a sense of identity through place, emphasizing the natural resources that help to explain Muskegon's history and its future. Together, along with the companion materials, the films fill a need for compelling, usable classroom materials that focus on local history.

Many major donors supported both the development of the films and the writing of the companion materials. They made it possible for the completed package to be made available to every school in the county at no charge.

## Muskegon Area Career Tech Center (MACTC) Offers Adult Career & Tech Education Courses

The next offering of Adult and Community Education courses at the MACTC is scheduled to begin on January 21, 2008. The courses are taught by industry-certified instructors and offer new job skills through twice-a-week, hands-on training, for ten weeks. Courses include: Auto Body Refinishing, Auto Service, Level One-CNC Machining Operations, Early Childhood Development, Financial Management/Accounting, Horticulture/Floral Design, Machine Tool, PC Maintenance/Residential Cabling, Public Safety/Protective Services, Restaurant/Catering and Culinary Management, and Welding. To ensure personal attention, safety, and hands-on learning, class size is limited.

According to Paul Hoppa, Family Literacy Specialist for the MAISD, the training provides adults with personal growth experiences in practical career-related areas. "There are no qualifications or experience required to participate. All adult students are welcome. These opportunities will expose adults to the latest technologies, equipment, and top-notch instruction. We hope many adults from throughout West Michigan will take advantage of this exciting resource right here in Muskegon County," said Hoppa.

Class tuition for each course is \$295, and some courses may require additional material or textbook fees. Class days and times vary. To learn more, contact your nearest Adult and

Community Education office, call the MAISD at 231-767-7217, or visit [www.muskegonisd.org](http://www.muskegonisd.org) for a detailed registration brochure. Deadline for registering is **Monday, January 14, 2008**. This training program is a cooperative venture between local Adult and Community Education Programs and the MACTC.

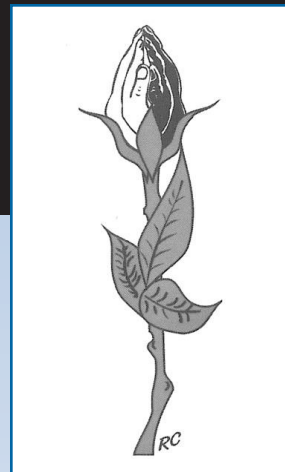
The MACTC, on the Muskegon Community College Campus, is located at the corner of Harvey Street and Stebbins Road, right next to the wind turbine. The MACTC opened to Muskegon area high school students in January 2005 and is operated by the MAISD.

submitted by Mike Carpenter, Principal, Muskegon Area Career Tech Center  
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# Institute for Healing Racism 2008

## Now to Offer SB-CEU Credit

submitted by Gordon Rinard, Institute for Healing Racism, 231-720-2105  
and Rochelle Barr Sartorius, Select Projects Specialist, MAISD, 231-767-7267



The Institute for Healing Racism in Muskegon was established in 1998 **“to build a just community in which racism, prejudice, hate and their effects are eliminated.”**

Based on the programs developed by Nathan Rutstein through his book, *Healing Racism in America: A Prescription for the Disease*, The Institute for Healing Racism offers training sessions comprised of dialogues between and among an intentionally diverse group of people, guided by trained facilitators and enriched with video and print resources.

Over 2,000 people have completed the program with over 100 facilitators trained to lead the sessions offered to educational, business, governmental, law enforcement, and faith-based organizations, as well as the general community.

Topics covered during training sessions include: How Racism is Perpetuated; the Pathology of the Disease of Racism; Stereotypes; Unity in Diversity; and Ally Building in order to “Heal the Disease of Racism.”

In 2008, The Institute for Healing Racism will offer the following training sessions with SB-CEU credit available, pending state approval:

- 2-day INSTITUTE II “The Next Step,” scheduled quarterly at M-TEC
- 2-day LEADERSHIP sessions, scheduled twice a month at M-TEC
- 5-week and 10-week regular INSTITUTE sessions for host groups, scheduled upon request. To receive SB-CEU credit for the 5- and 10-week sessions, apply for an Institute 60 days before the first session.

The 2008 calendar of trainings will soon be available on the Institute’s website:

[www.instituteforhealingracism.org](http://www.instituteforhealingracism.org). For information on complete sessions, tailored workshops, and registration costs, please contact Gordon Rinard, Executive Director for the Institute for Healing Racism, at 231-720-2105.

The Institute for Healing Racism is a non-profit charitable corporation and is committed to the understanding that “Knowledge will lead to tolerance and acceptance, from which we can begin to value each other. From this point, we become able to change our behaviors, develop relationships and begin to see the world from each others’ window or ‘reality’.”

### SB-CEUs for Professional Development Held at Local Districts

*SB-CEUs (State Board-Continuing Education Units) are inservices, workshops, and trainings that are State-Board approved for credit to use toward the renewal of the following Michigan Department of Education (MDE) certificates: Professional, Occupational/Vocational, School Psychologist, and School Guidance Counselor, in addition to maintaining Administrative Certification.*

*Renewal is necessary for certificates every five (5) years through the completion of six (6) semester hours of appropriate coursework from an approved college/university -OR- 18 SB-CEUs, or a combination of both.*

*Local school districts holding workshops, trainings, or inservices may apply to the MAISD for SB-CEU credit 30 calendar days, plus five working days (30 + 5) before the activity date to meet the timeline for SB-CEU*

*approval. An electronic application form and directions are available upon request.*

*SB-CEUs are calculated on contact time: 10 hours = 1.0 SB-CEU. There is a minimum of three (3) contact hours needed to apply for SB-CEU credit (.3 SB-CEU), but not all three (3) hours must be held concurrently. Contact time does not include welcomes/registrations, breaks, or lunch/dinner.*

*The cost for SB-CEUs is \$10.00 per participant, per activity, which is the responsibility of the local school district to collect from staff. There is also a monitoring and final report component for which the local district is also responsible. Information and assistance with the process is available by contacting Rochelle Barr Sartorius.*

submitted by Rochelle Barr Sartorius, MAISD Select Projects Specialist  
231-767-7267 or [rsartori@muskegonisd.org](mailto:rsartori@muskegonisd.org)

# Adult Education...

# An Opportunity for Success!

submitted by Paul Hoppa, Family Literacy Consultant, 231-767-7278 or phoppa@muskegonisd.org  
and Brian Barber, Assistant Director, White Lake Area Community Education, 231-766-3001 or brianbarber@whitehall.k12.mi.us

*I remember the day Matthew Willea called and wanted to know more about our Adult Education program. We met with him and his parents to explain the program. He came to our program mainly because he had morning "sleep-in" issues and worked too many hours, which is a common problem for certain students in a traditional high school setting. Matthew's parents were very supportive and wanted to know what options their son had. While they were communicating to me and each other, it was obvious that there was a lot of respect and admiration on all parts. Matthew was kind, courteous and, in the end, eager to be here. He felt this would be a good fit for him.*

*The White Lake Area Community Education and Family Literacy Program enrolled Matthew Willea on January 17, 2006. He graduated with a high school diploma on May 15, 2007, and is now attending Baker College on an Alternative Education Scholarship.*

*A great attitude, hard work, and ability to set goals for himself were just some of the characteristics Matthew possessed. His teachers spoke fondly of him and appreciated the leadership role he took among his peers. He always strived for his personal best and encouraged the other students around him to do their best as well.*

*Matthew was also very trustworthy. Our program, after an intense interview process, hired Matthew as one of our Kids' Stop staff members. It proved to be a wonderful opportunity not only for Matthew, but for us, too. He was well-liked by staff and the children. Matthew was a great male role model!*

*Matthew, like some youths, found himself in some trouble that he was not proud of. In the end he admitted his mistakes, paid the consequences, and moved on with his life.*

*Matthew Willea is a young man we're glad to have known and served in our Adult Education Program. We, as a community, can feel proud knowing Matthew received a great education and is now a productive member of our society.*

## What is Adult Education?

Adult Education provides an opportunity for mature students to achieve educational levels equivalent to those of high school graduates.

## How is Adult Education funded?

There are three options for funding Adult Education:

- *Section 107* provides \$24 million at the state level for Adult Education. Students who are 20 years of age or older can be counted for payment. Each district has a limit as to how much of the \$24 million can be claimed.
- The *per pupil foundation* money covers students who are between 16 and 19 years of age. There is no limitation on the number of students who can be counted.
- The *Federal Adult Basic Education Grant* provides a varying amount of money on a yearly basis. During the 2007-08 school year, the MAISD Consortium will receive \$177,300 for the eight school districts who operate and/or support Adult Education programs. The purpose of the grant is to create a partnership between the federal government and state and local agencies. Adult Education and literacy services will be provided on a voluntary basis to assist adults:
  - To become literate and obtain the knowledge and skills necessary for employment and self-sufficiency.
  - Who are parents to obtain the educational skills necessary to become full partners in the educational development of their children.
  - To complete a secondary school education.

Students counted under Section 107 or the Federal Adult Basic Education Grant must be entered into the Michigan Adult Education Reporting System (MAERS), a web-based system for reporting on each of the 100,000 Adult Education students in Michigan. The outcome information addresses the increasing demand for data-driven program planning and accountability by education and training programs.

## Statistical Snapshot

Each year, the West Michigan Community Education Coalition (WMCEC) compiles the number of people who have participated in all areas of Community Education. The number of adults enrolled in various programs is impressive! During the 2005-06 year, (the most recent year data was gathered) the numbers are as follows:

Adult Employment Services – 63,616  
Senior Citizen Services – 11,729  
Leisure/Enrichment Services – 20,645  
High School Diploma – 296\*  
General Equivalency Development (G.E.D.) – 1,334

The total number of community members served in local Adult Education programs during 2005-06 was 97,620.

\*16,814 students have received their high school diploma since the inception of this program.

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**MAISD Mission Statement**

The mission of the Muskegon Area Intermediate School District (MAISD) is to provide the leadership, programs and services which complement and enhance the efforts of constituent school districts in extending educational opportunities to all students.

It is the policy of the MAISD that no staff member, candidate for employment, program participant, or recipient of services shall experience discrimination on the basis of race, color, religion, national origin, creed or ancestry, age, gender, height, weight, marital status, or disability. The MAISD is an equal opportunity employer. Inquiries related to issues of discrimination on the basis of disability should be directed to the Assistant Director for Special Education at (231) 767-7249. All other discrimination inquiries or requests for special accommodations to participate in a program, event, or activity should be directed to the Human Resources Program Director at (231) 767-7213.