

BOARD PACKET

FEBRUARY 8, 2016



Our Vision:

Champion Learning –

Develop, Educate, and Inspire!

MONDAY, February 8, 2016 – 7:00 P.M.
CREEKSIDE MEDIA CENTER
2615 BAKER RD.
DEXTER MI 48130



BOARD OF EDUCATION
DEXTER COMMUNITY SCHOOLS
734-424-4100

Vision: Champion Learning -- Develop, Educate, and Inspire
BOARD MEETING AGENDA

- A. ROLL CALL - PLANNED ABSENCES: Dick Lundy
- B. MEETING MINUTES – 1/25/2016
- C. APPROVAL OF AGENDA
- D. SCHOOL PRESENTATIONS
- E. SUPERINTENDENT UPDATE
- F. STUDENT REPRESENTATIVES UPDATE
- G. **PUBLIC PARTICIPATION:** *Persons who wish to address the Board may complete a Public Comment Card to be presented to the Board president at the beginning of the meeting. Each speaker is allotted a maximum of 5 minutes unless otherwise notified. Each speaker will be asked to announce his/her name and indicate if he/she represents any organization or agency. No person may speak more than once on the same subject during a single meeting. For further details see our policy on Public Participation at Board Meetings.*
- H. **CONSENT ITEMS**
 - 1. Personnel – Leaves of Absence
- I. **ACTION ITEMS**
 - 1. High School Course Proposals
- J. **DISCUSSION ITEMS**
 - 1. MASB Board of Directors Election Ballot
 - 2. Process and Policies for Board Approval of FMLA Leaves
- K. **PUBLIC PARTICIPATION:** *See Policy 0167.3*
- L. **BOARD COMMENTS**
- M. **INFORMATION ITEMS**
 - 1. Targeted Literacy Instruction Grant
- N. **CLOSED SESSION**
 - 1. Superintendent Evaluation

CALENDAR

- *Wednesday, February 10 – 6:30-8:00pm
Drugs 101 Presentation (Mill Creek)
- *Monday, February 15
Presidents' Day
- *Tuesday, February 16 – 6:30-7:30pm
Student Google Accounts (CPA)
- *Wednesday, February 17 – 7:00pm
State of the School District (CPA)
- *Monday, February 22 – 7:00pm
Board Meeting (Creekside)
- *Monday, February 29 – 6:30-7:30pm
MI Cyber Safety Initiative
Community Seminar (CPA)
- *Monday, March 7 – 7:00pm
Board Meeting (Creekside)

- Board Members Only (Confidential Item)
- # Board Members Only (Public Document - Limited Supply)

Mission: We will encourage and develop each student's individual abilities, skills, and character to shape tomorrow's world through positive relationships, best practices, and a shared sense of purpose.

**BOARD NOTES
BOARD MEETING
FEBRUARY 8, 2016**

A. ROLL CALL: PLANNED ABSENCES – DICK LUNDY

B. MEETING MINUTES (1/25/2016)

C. APPROVAL OF AGENDA

Board policy provides that the Superintendent of Schools shall prepare an agenda for all Board meetings as directed by the President of the Board of Education.

- * An appropriate motion would be, "I move that the agenda be approved as presented/amended."

D. SCHOOL PRESENTATIONS - NONE

E. SUPERINTENDENT UPDATE

F. STUDENT REPRESENTATIVES UPDATE

- G. PUBLIC PARTICIPATION:** *Persons who wish to address the Board may complete a Public Comment Card to be presented to the Board president at the beginning of the meeting. Each speaker is allotted a maximum of 5 minutes unless otherwise notified. Each speaker will be asked to announce his/her name and indicate if he/she represents any organization or agency. No person may speak more than once on the same subject during a single meeting. For further details see our policy on Public Participation at Board Meetings.*

H. CONSENT ITEMS:

1. Personnel – Leaves of Absence. Your packet contains requests for maternity leave from Wylie teacher Kelly Bauer, Mill Creek teacher Jill Jastren, and Cornerstone teacher Kaitlin Schmoekel.

- * An appropriate motion might be, "I move that the Board approve Kelly Bauer's request for leave from approximately late April 2016 through the end of the current school year, and approve Jill Jastren's request for maternity leave from approximately late April through the end of the current school year, and approve Kaitlin Schmoekel's request for leave from approximately early April through the end of the current school year."

I. ACTION ITEMS:

1. High School Course Proposals. Your packet includes proposals for several new Dexter High School IB course proposals from IB Coordinator Debora Marsh. These include *IB Business Management SL, IB Theater SL, and IB Sport, Exercise, and Health Science SL*. You had the opportunity to review these proposals and ask questions at the January 25, 2016 meeting. These courses are being presented for approval tonight.

* An appropriate motion might be, "I move that the Dexter board of Education approve the attached proposals for three new courses at Dexter High School: *IB Business Management SL, IB Theater SL, and IB Sport, Exercise, and Health Science SL*, along with the requested start-up costs for materials."

J. DISCUSSION ITEMS:

1. MASB Board of Directors. Your packet contains a copy of the MASB Board of Directors ballot, as well as biographical data for two of the candidates running for a seat for our region. The board will have the opportunity to discuss these candidates tonight before selecting which to vote for at the February 22, 2016 meeting. The ballot must be submitted to MASB electronically and validated by 1:00pm on March 2, 2016.
2. Process and Policies for Board Approval of FMLA Leaves. Your packet includes copies of Board Policies 1630.01, 3430.01, and 4430.01 regarding Family & Medical Leaves of Absence, as well as an executive summary and recommendation regarding the current process for board approval of FMLA leaves from Superintendent Chris Timmis. You will have an opportunity to discuss current process and this recommendation at tonight's meeting.

K. PUBLIC PARTICIPATION: *See Policy 0167.3*

L. BOARD COMMENTS

M. INFORMATION ITEMS

1. A copy of the Targeted Literacy Instruction Grant Award Letter is enclosed for your information.

N. CLOSED SESSION

1. Superintendent Evaluation

**MINUTES
BOARD MEETING
CREEKSIDE – 7:00pm
JANUARY 25, 2016**

A. ROLL CALL

Members Present: Ron Darr, Bonnie Everdeen, Daryl Kipke (7:05pm)
Dick Lundy, Barbara Read, Julie Schumaker, Michael Wendorf

Members Absent: Student Representatives James Morgan and Rylee Kim
Administrative & Supervisory Staff: Kit Moran, Sharon Raschke, Mollie Sharrar, Chris Timmis, Hope Vestergaard

D.E.A.: Jessica Baese, Jeff Dagg, Deb Marsh

D.E.S.P.A.: none

Transportation: none

Press: Sean Dalton, We Love Dexter

Guests: Harry Benson, Rob Mitzel

The meeting was called to order at approximately 7:02pm by Board President Michael Wendorf.

B. MEETING MINUTES

The Board reviewed meeting minutes from 1/11/2016.

A motion was made by Julie Schumaker and seconded by Ron Darr to approve the meeting minutes of 1/25/2016. **Motion Carried (unanimous).**

C. APPROVAL OF AGENDA

Board policy provides that the Superintendent of Schools shall prepare an agenda for all meetings as directed by the President of the Board of Education.

A motion was made by Dick Lundy and seconded by Julie Schumaker to approve the agenda as presented. **Motion Carried (unanimous).**

D. SCHOOL PRESENTATIONS

1. K-12 Data Coach Jeff Dagg presented a PowerPoint outlining the M-STEP results from spring, 2015. The results were released in December 2015. This was the first year for the M-STEP, which replaced the MEAP. Over all, Dexter did very well compared to county and state districts. We Love Dexter will be posting an in-depth summary of the results.

E. SUPERINTENDENT UPDATE

Superintendent Chris Timmis updated the board on the following subjects:

- Jeff Dagg has formed a group of district teachers and administrators called STEM Winders, which is designed to focus on Science, Technology, Engineering, and Math initiatives.
- The countywide water drive raised significant funds; at least \$6,000 had been reported at the time of the meeting.
- The Winter Camp Exchange program is happening now. Dexter families are hosting thirteen Chinese students and Saline is hosting twelve.
- Chris will be attending the MASA (Michigan Association of School Administrators) conference in Detroit later this week.

F. STUDENT REPRESENTATIVES UPDATE - none

James Morgan noted that the boys' swim team has won both of the invitational meets they have participated in so far this season. He mentioned students and teachers are busy wrapping up the end of first semester.

Rylee Kim mentioned that the boys' basketball team had their season opener; scheduling for next year is in process and students are excited about their options; the marching band is preparing to go to Disney for spring break; and the Coming Home pep rally will focus more on the basketball teams than on the students.

G. PUBLIC PARTICIPATION - no requests to speak

H. CONSENT ITEMS

The following consent items were approved in bulk with Julie Schumaker making the motion to approve with Bonnie Everdeen seconding the motion. **Motion Carried (unanimous).**

1. Personnel – New Hire

The Board moved that Margaret Hanna be offered a probationary contract for the remainder of the 2015-16 school year.

2. Personnel – Leave of Absence

The Board approved maternity leave of absence for Technology Coach Meredith Nickerson from approximately April 11, 2016 through the end of the current school year, and also approved Jessica Leonard's request for maternity leave from approximately early March through mid-May, 2016.

3. Personnel – Resignation

The Board acknowledged the Resignation of Dexter High School teacher Daniela Bickel effective January 15, 2016.

4. December Budget Report

The Board accepted the December 2015 budget report.

I. ACTION ITEMS

1. Schools of Choice Slots for 2016-17

At the January, 11, 2016 board meeting, Superintendent Chris Timmis provided a memo that outlined the suggested number of spots the district should open. Board members had an opportunity to ask questions and make comments at that time

A motion was made by Dick Lundy and seconded by Ron Darr that the district offer the following School of Choice spots for 2016-17:

- Young Five/Kindergarten – a minimum of 22 students
- 1st and 2nd grades – a minimum of 10 students in each grade
- 3rd grade – a minimum of 5 students
- 4th – 8th grades – a minimum of 1 student in each grade
- A total of 30 students for the International Baccalaureate Programme (10 in 9th grade, 10 in 10th grade, and 10 in 11th grade).

Motion Carried (unanimous).

2. Approve Mill Creek Uniform Purchase

The Board approved the purchase of approximately one hundred and seventy (170) 7th grade vest uniforms at an estimated cost of \$5,100, approximately twenty-five (25) 8th grade blazer uniforms at an estimated cost of \$1,500, and approximately twenty-five (25) 8th grade garment bags at an estimated cost of \$275, from Orefice LTD, to be funded out of instructional reserves. **Motion Carried (unanimous).**

J. DISCUSSION ITEMS

1. High School Course Proposals

IB Programme Coordinator Debora Marsh presented proposals for three new IB courses at Dexter High School: *IB Business Management SL*, *IB Theater SL*, and *IB Sport, Exercise, and Health Science SL*. Board members asked questions about class size, textbook format, and student interest level in these courses. Dexter High School Principal Kit Moran noted that pre-registration interest is high. Debora Marsh pointed out that students who are not pursuing the IB diploma will be able to take IB classes as 9th and 10th graders. This will allow students to try the IB Programme without commitment, as well as choose from a wider range of courses. Ms. Marsh also noted that Jeff Dagg's Work Keys results from the M-STEP showed that these courses target DHS students' career interests.

This item will be presented for action at the February 8, 2016 meeting.

K. PUBLIC PARTICIPATION – no public comment

L. BOARD COMMENTS

Julie Schumaker cited a recent MLive article by Julie Mack that examined the percentage of K-12 students who attend private schools based upon data compiled by the U.S. Census Bureau's American Community Survey. Dexter Community Schools had the lowest percentage of students (4%) enrolled in private schools compared to surrounding districts (Ann Arbor 13%, Pinckney 11%, Saline 6%, and Chelsea 5%), Washtenaw County 11%, and the State of Michigan 9%.

Julie also shared notes from the WASB Legislative coffee:

- There is a \$575M surplus in the School Aid Fund projected for 2015-16. This will likely be used to pay for Detroit Public Schools' \$515M debt.
- A lesson learned DPS's insolvency is that it is critically important to use accurate enrollment projections.
- Different types of schools (charters, virtual, elementary and high schools) have different funding needs but are currently funded at the same level. Recent efforts to change the funding formula have been unsuccessful.
- Increased privatization and the increase in charter schools have contributed to the dramatic increase in MPERS rates. There are preliminary discussions regarding changing how MPERS payments are calculated so they are based upon a school district's total operating budget rather than payroll. This change would include both privatized services as well as charter schools in the calculation.
- Regarding PA 269, the recent "Gag Order" law that prohibits school districts and other public bodies from discussing ballot items for sixty days prior to elections, groups representing local government and school leaders have filed a lawsuit seeking immediate relief – full repeal of the new language added to Section 57 of Public Act 269.

Julie also noted that a new 501(c)3 organization called Friends of Education has formed to help publicize educational ballot issues in the event that PA 269 is not repealed or amended. The group accepts financial donations via P.O. Box 2109, Ann Arbor, MI 48106-2109.

M. INFORMATION ITEMS – Finance Committee Minutes (1/13/2016)

A motion was made by Dick Lundy and seconded by Ron Darr that the Board of Education move into executive session at approximately 8:35pm for the purpose of discussing the Superintendent's Evaluation. **Motion Carried (Roll Call. Ayes: Daryl Kipke, Dick Lundy, Michael Wendorf, Julie Schumaker, Bonnie Everdeen, Ron Darr, Barbara Read. Nays: None).**

N. CLOSED SESSION – Superintendent Evaluation

The Board discussed Superintendent Chris Timmis' evaluation.

A motion was made by Bonnie Everdeen and seconded by Dick Lundy to return to open session at approximately 9:29pm.

President Michael Wendorf convened to open session at 9:29pm.

A motion was made by Bonnie Everdeen and seconded by Dick Lundy to adjourn the meeting at approximately 9:30pm.

MINUTES/hlv

Bonnie Everdeen, Secretary
Board of Education

Chris Timmis
7714 Ann Arbor Street
Dexter, Michigan 48130

January 30th, 2016

Dear Dr. Timmis,

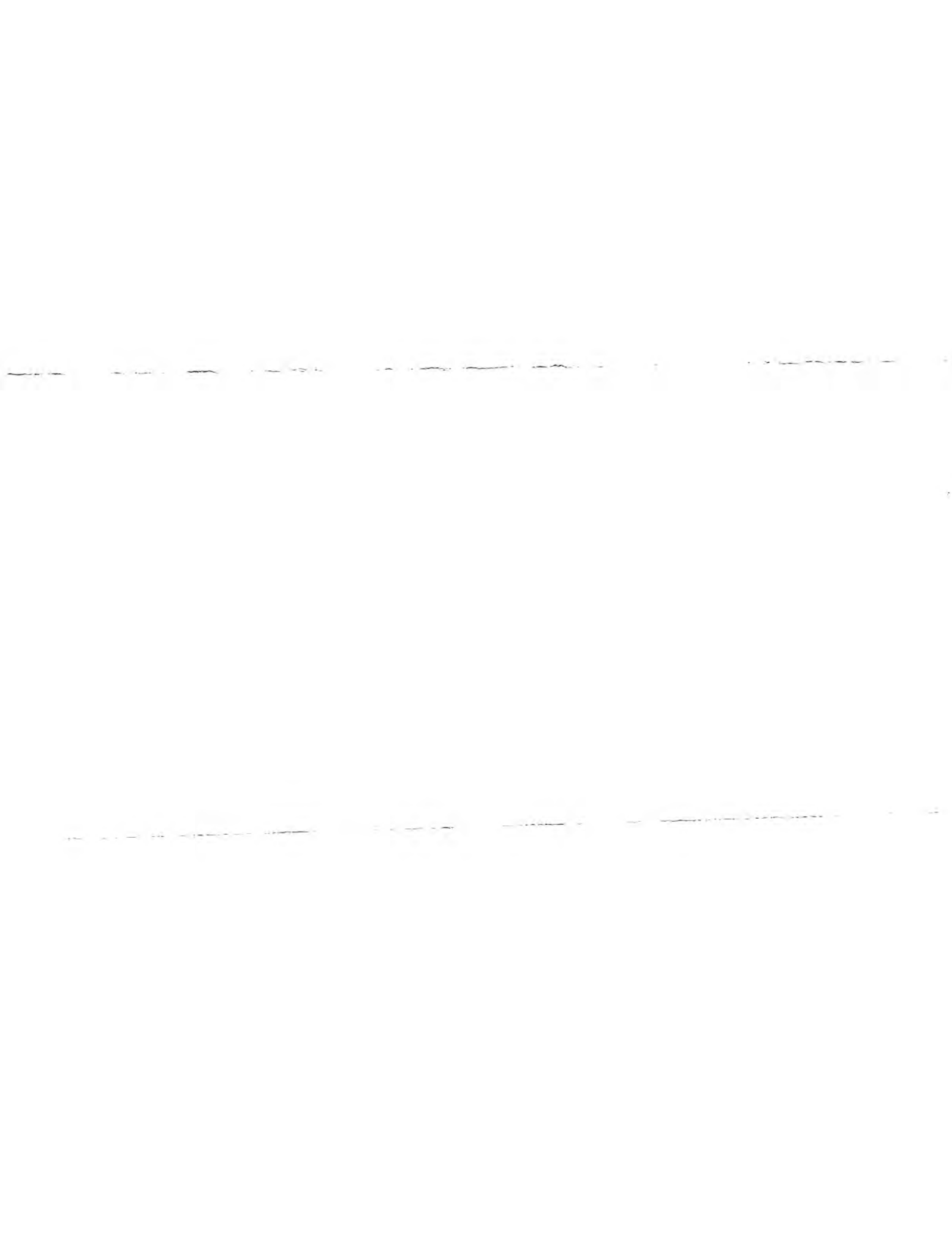
I am writing to request a maternity leave during May and June of 2016. I am due to have my baby on May 5, 2016. At the discretion of my obstetrician, I plan to continue to work until close to my due date, but I would like to leave the option open to take up to 10 days before my due date. As my due date approaches, I will keep in close contact with Katie See regarding the exact date for my leave to begin. I would like to take my leave through the end of the school year.

Thank you for your consideration of my request.

Sincerely,


Kelly Bauer

cc: Katie See, Wylie Principal





Mill Creek Middle School
7305 Dexter Ann Arbor Rd
Dexter, Michigan 48130
734-424-4150
734-424-4159 fax

Jami Bronson
Principal
bronsonj@dexterschools.org

Brett Pedersen
Assistant Principal
pederseb@dexterschools.org

Dear Dexter Board of Education,

I am writing to inform you of my plans for my upcoming maternity leave. I am expecting and due to deliver May 1, 2016. Because of this, I am writing to provide you with notice that, it is my intention to have my last day in the classroom April 29. I plan to return to Mill Creek in the fall for the new school year based on my doctor's recommendation.

Please let me know what paperwork or other information you require regarding my pregnancy and maternity leave, and I will provide it to you as soon as possible. Prior to my beginning maternity leave, I will make all necessary arrangements for my co-workers, supervisors and assistants to perform the tasks of my job during my absence.

Although I do not anticipate experiencing any problems with this pregnancy, should any complications arise, it may be necessary for me to take leave earlier than expected. In this circumstance, I will provide you with as much notice as possible as well as any physician records or information you request.

Please let me know if you have any questions. Thank you for your support in this matter.

Thank you and best regards,

Jilliane Jastren



CORNERSTONE ELEMENTARY SCHOOL

7480 Dan Hoey Road, Dexter, Michigan 48130

Craig McCalla, Principal

(734) 424-4120

(734) 424-4129 Fax

E-mail - mccallac@dexterschools.org



The Anchor of Education

Dear Dr. Timmis and Dexter Board of Education,

I am writing to formally request a maternity leave of absence during the 2015/2016 school year. I am due to have my baby on April 10, 2016. I intend to work as close to my due date as possible at the discretion of my doctor. At this time, my plan is to start maternity leave on Monday, April 11 and remain on leave through the end of the school year. I will return to teaching full time for the 2016-2017 school year.

As my due date approaches, I will keep in contact with Craig McCalla and Barb Santo regarding a more accurate date for my leave to begin.

Thank you for your consideration.

Kaitlin Schmoekel

Resource Room Teacher Cornerstone Elementary School

cc: Craig McCalla, Principal, Cornerstone Elementary School

Barb Santo, Director of Special Education

Course Proposal for:

IB Business and Management SL

1 year

11-12 grades

Business and Management is a rigorous class that examines business decision-making processes and how these decisions impact on and are affected by internal and external environments. The course is designed to develop an understanding of business theory, as well as an ability to apply business principles, practices, and skills. The core topics of study include Business Organization and Environment; Human Resources; Accounts and Finance, Marketing; and Operations Management. The course is designed as an Individuals and Society (group 3) IB course, but because a certified Math teacher will be teaching the course, the IB will allow math credit to be granted for this course as a senior level, non-IB math option for the MMC.

Form A2

New Course Proposal

Course Title: Business Management SL

Department: Social Studies or Math

Duration: 1 year

Grade Level(s): 11 or 12

Prerequisite(s): none

Contact Person(s): Debora Marsh

Proposal Date: November 9, 2015

1. Why is a new course necessary? Currently we don't offer any business classes, even though a large number of our students want to go into business as a career. This class will lay the foundation for a career in business. It also offers IB Diploma students the opportunity to double up on their Group 3 requirement giving them a single year SL course to complete during junior year. Because we have a six period day, it is impossible for students studying for the full IB Diploma to take all of their IB requirements over two years, we need options for students to fulfill their single year course.

2. What are the "big ideas" or "core concepts" that will be covered in the course? Consider Common Core State Standards, Power Standards or Focal Points for GLCE's and HSCE's.

The syllabus includes 6 compulsory topics: change, culture, ethics, globalization, innovation and strategy. I have included a syllabus outline below:

Topic 1: Business organization and environment

- . 1.1 Nature of business activity
- . 1.2 Types of organization
- . 1.3 Organizational objectives
- . 1.4 Stakeholders
- . 1.5 External environment
- . 1.6 Organizational planning tools
- . 1.7 Growth and evolution
- . 1.8 Change and the management of change
- . 1.9 Globalization

Topic 2: Human resources

- . 2.1 Human resource planning
- . 2.2 Organizational structure
- . 2.3 Communication
- . 2.4 Leadership and management
- . 2.5 Motivation
- . 2.6 Organizational and corporate cultures
- . 2.7 Employer and employee relations
- . 2.8 Crisis management and contingency planning

Topic 3: Accounts and finance

- . 3.1 Sources of finance
- . 3.2 Investment appraisal
- . 3.3 Working capital

- . 3.4 Budgeting
- . 3.5 Final accounts
- . 3.6 Ratio analysis

Topic 4: Marketing

- . 4.1 The role of marketing
- . 4.2 Marketing planning
- . 4.3 Product
- . 4.4 Price
- . 4.5 Promotion
- . 4.6 Place (distribution)
- . 4.7 International marketing
- . 4.8 E-commerce

Topic 5: Operations management

- . 5.1 Production methods
- . 5.2 Costs and revenues
- . 5.3 Break-even analysis
- . 5.4 Quality assurance
- . 5.5 Location
- . 5.6 Innovation
- . 5.7 Production planning
- . 5.8 Project management

3. How will technology be integrated into the course (consider NETS/METS standards)? Technology will be used to run simulations, interpret data, and making business plans and presentations. Students will use technology on a regular basis during the course of this class.

4. How will career or “real world” experiences be integrated into the course? According to the Work Keys section of the MEAP, a large number of our students

want to study business. This course will not only give them the necessary background to explore the various aspects of business, but it will also help students apply the information they learn in economics classes as a possible career for the future.

5. What summative and formative assessments will be used to measure student achievement?

All classwork will help students reach the outcomes of the summative assessments. The summative assessments include Paper 1 where students answer two of three structured questions, and one compulsory question including evaluative skills, Paper 2 where students answer one of two structured questions based on stimulus material with a quantitative element and answer two of three structured questions based on different stimulus material, and a Written Commentary based on three to five supporting documents about a real issue or problem facing a particular organization (1,500 words). I am attaching an Assessment at a Glance document below:

	External assessment		Internal assessment
	Paper 1	Paper 2	
Syllabus content	All five topics	All five topics	Any topic from the HL/SL core syllabus
Assessment objectives	1–6	1–6	1–6
Method	<p>Based on a case study issued in advance.</p> <p>Section A (HL/SL) Students answer two of three structured questions. (30 marks)</p> <p>Section B (HL/SL) Students answer one compulsory structured question including evaluative skills. (20 marks)</p> <p>Section A and section B are common to both HL and SL students. SL students do not have a section C.</p>	<p>SL Section A Students answer one of two structured questions based on stimulus material with a quantitative element. (20 marks)</p> <p>SL Section B Students answer two of three structured questions based on stimulus material. (40 marks)</p>	<p>Written commentary Written commentary based on three to five supporting documents about a real issue or problem facing a particular organization. (Maximum 1,500 words) (25 marks)</p>
Total marks	50 marks	60 marks	25 marks
Component time	1¼ hours	1¾ hours	15 hours
Weighting	35%	40%	25%

6. Resources needed and costs (Attach Form A3)

I have added the A3 form below.

7. Scope and Sequence. Here is the scope and sequence of the year long course.

Objective	Course component	Assessment tool
1. Demonstrate knowledge and understanding of business terminology, concepts, principles and theories	<ul style="list-style-type: none"> External assessment Internal assessment 	<p>External assessment</p> <ul style="list-style-type: none"> Paper 1 (HL and SL): all sections Paper 2 (HL and SL): both sections <p>Internal assessment</p> <ul style="list-style-type: none"> HL—emphasized in criterion B SL—emphasized in criterion B
2. Make business decisions by identifying the issue(s), selecting and interpreting data, applying appropriate tools and techniques, and recommending suitable solutions	<ul style="list-style-type: none"> External assessment Internal assessment 	<p>External assessment</p> <ul style="list-style-type: none"> Paper 1 (HL and SL): all sections—emphasized in section C (HL) Paper 2 (HL and SL): both sections—emphasized in section A <p>Internal assessment</p> <ul style="list-style-type: none"> HL—emphasized in criterion D SL—emphasized in criteria B and D
3. Analyse and evaluate business decisions using a variety of sources	<ul style="list-style-type: none"> External assessment Internal assessment 	<p>External assessment</p> <ul style="list-style-type: none"> Paper 1 (HL and SL): all sections—emphasized in section B Paper 2 (HL and SL): both sections—emphasized in section B <p>Internal assessment</p> <ul style="list-style-type: none"> HL—emphasized in criterion C SL—emphasized in criterion C
4. Evaluate business strategies and/or practices showing evidence of critical thinking	<ul style="list-style-type: none"> External assessment Internal assessment 	<p>External assessment</p> <ul style="list-style-type: none"> Paper 1 (HL and SL): all sections—emphasized in section C (HL) Paper 2 (HL and SL): both sections <p>Internal assessment</p> <ul style="list-style-type: none"> HL—emphasized in criterion C SL—emphasized in criterion E

5. Apply skills and knowledge learned in the subject to hypothetical and real business situations	<ul style="list-style-type: none"> · External assessment · Internal assessment 	<p>External assessment</p> <ul style="list-style-type: none"> · Paper 1 (HL and SL): all sections · Paper 2 (HL and SL): both sections <p>Internal assessment</p> <ul style="list-style-type: none"> · HL—emphasized in criteria A and B · SL—emphasized in criteria A and B
6. Communicate business ideas and information effectively and accurately using appropriate formats and tools	<ul style="list-style-type: none"> · External assessment · Internal assessment 	<p>External assessment</p> <p>Paper 1 (HL and SL): all sections</p> <p>Paper 2 (HL and SL): both sections</p> <p>Internal assessment</p> <ul style="list-style-type: none"> · HL—emphasized in criterion E · SL—emphasized in criterion F
<p>In addition, students at HL will be expected to:</p> <p>7. synthesize knowledge in order to develop a framework for business decision-making</p>	<ul style="list-style-type: none"> · External assessment · Internal assessment 	<p>External assessment</p> <ul style="list-style-type: none"> · Paper 1 (HL): section C <p>Internal assessment</p> <ul style="list-style-type: none"> · HL—emphasized in criterion C

Form A3

Instructional Resource Review

(textbooks, reference materials, classroom technology, online resources, media)

Date: November 9, 2015

Applicant(s) : Debora Marsh

Building Involved: High School

Grade(s) and/or Course: 11 and 12

Targeted population: Students interested in Business and Management, as well as IB diploma students who need to have a single year Group 3 course to fulfill the requirements of the IB diploma. Additionally, some students interested in studying business may choose to take this class in combination with Business Math or as a senior level math class.

Describe the teaching resource(s) being considered:

Business Management for the IB Diploma Coursebook 2nd Edition \$56.70 per book

- **Series:** IB Diploma
- **Paperback:** 597 pages

- **Publisher:** Cambridge University Press; 2 edition (May 27, 2015)
- **Language:** English
- **ISBN-10:** 1107464374
- **ISBN-13:** 978-1107464377

Designed for class use, this Coursebook is tailored to the thematic requirements and assessment objectives of the IB syllabus. It includes learning objectives and summaries; integrated Theory of Knowledge material; text in clear sections, following the IB syllabus structure and content specifications; exam-style practice questions and a chapter on assessment and exam techniques. It is written by two practicing Business and Management teachers, Peter Stimpson and Alex Smith.

Connection to specific goals within the strategic plan: This coursebook will allow students to be inspired and to follow their interests as they explore the business world.

Connection to District Improvement Plan or School Improvement Plan(s): It links directly with the Teacher Work Group, which is looking at student interests and curricular offerings. The data from our EXPLORE, PLAN and ACT shows that 15% of our students hope for a career in Business and we don't offer any courses for those students. This course will allow those students to get a taste of the field of Business before they get to college.

Explain how the resource(s) supports the GLCEs, HSCEs, Common Core and/or other standards and benchmarks? The book follows the course specifically, meeting all the core information for the class. The overarching goal of the Common Core standards is to better prepare students for the demands of college and careers in our global economy. The Common Core State Standards focus on two key areas: English language arts and mathematics. The English language arts standards for reading, writing, speaking and listening, and language are also translated to literacy standards in history and social studies, science, and technical subjects. The expectation is that students will develop literacy skills specific to these subject areas in addition to what they learn in their English language arts classes. This coursebook links the concepts of the Common Core with the IB curriculum.

Please review the resource(s) and answer the following:

1. How does the resource support various learning styles, multiple intelligences of the students, and differentiated instruction? Students will learn by doing, reading, experimenting and inquiry. Additionally, since IB is a global educational experience, the book is written in clear and specific English, so non-English speakers can understand that concepts, allowing for all students to have the opportunity to take the class and use the materials.

2. In what way(s) does the resource appeal to students? Since they will be doing their own investigations, they will be able pick areas of interest in their study.

Also, the book offers practice assessments and case studies.

3. Does the material support cultural diversity and gender equity? Yes. IB is a global educational experience, thus the examples in the book are not centered on American companies and/or case studies.

4. Does the material encourage critical thinking and problem solving? Give examples. The entire IB curriculum requires that students learn to be creative and critical thinkers.

5. What Teacher aids are provided? The training for this course will happen this coming summer and the Online Curriculum Center of the IB offers many resources to accompany the book and the teaching of the course.

6. Describe what other alternatives were considered and why were they are not being proposed: The only books we considered were the Cambridge University Press books, which were older editions of the same book. We need to have IB approved materials for the IB class to ensure our student success.

7. For text based resources:

Title of Text: Business Management for the IB Diploma Coursebook

Publisher: Cambridge University Press

Address:

Copyright Date: May 27, 2015

ISBN: 978-1107464377

- a. Is the reading level appropriate for the users? Yes
- b. Does it provide students with resources for understanding the content and how to use the text? Table of Contents, Glossary, Index, Guideline Charts, Highlights for Chapter, Summaries, Vocabulary Lists, Chapter Reviews, Graphs, Diagrams, Concept Maps, Tables, etc. ? Yes
- c. Does it provide and promote uses of technology? Links to websites? Yes

8. Community review:

Date of review: January 7, 2016; 5:30 PM

Location of meeting: Dexter High School Media Center

Number of attendees: 3 plus Debora Marsh

Keep a record of the meeting(s): Debora Marsh

Comments & recommendations: The parents were happy to see that we were offering courses that were specifically linked to student interest and to allow for more students to pursue the IB Diploma.

Projected costs \$1,701.00 for books

K12 administrative team recommendation: Yes No Needs revision

Comments/suggestions: **Reviewed 1/12/16. No additional comments.**

Course Proposal for:

IB Theater SL

1 year

11-12 grades

IB Theater encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. The theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre— as participants and audience members—they gain a richer understanding of themselves, their community and the world.

Form A2 New Course Proposal

Course Title: IB Theater

Department: English/Drama

Duration: 1 year for SL

Grade Level(s): 11 or 12

Prerequisite(s): none

Contact Person(s): Debora Marsh

Proposal Date: November 9, 2015

1. Why is a new course necessary? Currently we offer only one Group 6 or Arts course for our IB Diploma students, and based on their schedules, we are unable to adequately fit them into a single class period. Also, this class will appeal to the large contingency of drama students that we have at the high school. This course will be very popular, because besides a couple of sections of Speech, students who like to perform really don't have any outlet during the school day. According to our EXPLORE, PLAN and ACT data, 22% of our students report that they want to pursue a career in the performing arts. This will give those students an opportunity to find out if this is a good career choice for them.

2. What are the "big ideas" or "core concepts" that will be covered in the course? Consider Common Core State Standards, Power Standards or Focal Points for GLCE's and HSCE's.

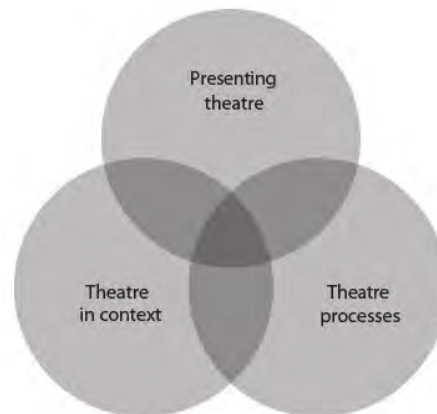
There are 3 core areas that the course focuses on: Theater Processes, Theater in Context, and Presenting Theater. Students will examine these three areas through the following roles: creator, designer, director, and performer. I have included the syllabus below:

Core areas

The theatre syllabus at SL consists of three equal, interrelated areas which have been designed to fully interlink with the assessment tasks, must be central to the planning and designing of the taught programme developed and delivered by the teacher. Students are required to understand the relationship between these areas and how each area informs and impacts their work in theatre.

Students are required to approach these areas from the perspectives of each of the following specialist theatre roles:

- creator
- designer
- director
- performer.



Theatre in context

This area of the syllabus addresses the students' understanding that theatre does not occur in a vacuum. Students examine the personal, theoretical and cultural contexts that inform theatre-making and the ways in which these affect and influence creating, designing, directing, performing and spectating. Through the theatre in context area, students will:

- understand the contexts that influence, inform and inspire their own work as theatre-makers and that determine the theatre that they choose to make and study

- experience practically and critically appreciate the theoretical contexts that inform different world theatre practices
- be informed about the wider world of theatre and begin to understand and appreciate the many cultural contexts within which theatre is created.

Theatre processes

This area of the syllabus addresses the students' exploration of the skills, techniques and processes involved in theatre-making. Students reflect on their own creative processes and skills acquisition as well as gaining a practical understanding of the processes of others; creators, designers, directors and performers. Through the theatre processes area, students will:

- be informed about the various processes involved in making theatre from the perspectives of the specialist theatre roles (creator, designer, director and performer)
- observe and reflect on processes used in different theatre traditions and performance practices
- develop a range of skills required to make and participate in theatre.

Presenting theatre

This area of the syllabus addresses the staging and presentation of theatre as well as the presentation of ideas, research and discoveries through diverse modes of presentation, both practical and written. Students consider the impact theatre can have on the spectator. They are encouraged to think about their own artistic intentions as creators, designers, directors and performers and the impact they wish to have on an audience. Through the presenting theatre area, students will:

- apply their practical theatre skills, either individually or collaboratively, through a range of formats
- present their ideas about theatre and take part in theatre performances
- understand and appreciate how artistic choices can impact on an audience.

A sample Course Map is below:

World theatre tradition	Performance convention	Moments of theatre	Essential production elements
Kathakali	Mudras	A moment from the Ramayana	<ul style="list-style-type: none"> • Chutti mock-up • Stage space taped out
Comedy and tragedy, Ancient Greece	Gesture of the chorus	A sequence set to a piece of music by Jan Gabarek (b.1947)	<ul style="list-style-type: none"> • Performance space defined using stage platforms or blocks • Music
Wayang golek puppetry	Wayang golek puppeteer	A moment from Little Red Riding Hood	<ul style="list-style-type: none"> • Simple puppet
Commedia dell'Arte	Arlechino's physical acrobatic moves	A moment from the dinner scene in <i>Servant of Two Masters</i>	<ul style="list-style-type: none"> • Mock-up of half masks • Plates

SL and HL	<i>Working with play texts</i>	Students research and examine the various contexts of at least one published play text and reflect on live theatre moments they have experienced as spectators.	Students take part in the practical exploration of at least two contrasting published play texts and engage with the process of transforming a play text into action.	Students direct at least one scene or section from one published play text which is presented to others.
SL and HL	<i>Examining world theatre traditions</i>	Students research and examine the various contexts of at least one world theatre tradition.	Students practically examine the performance conventions of at least one world theatre tradition and apply this to the staging of a moment of theatre.	Students present a moment of theatre to others which demonstrates the performance convention(s) of at least one world theatre tradition.
SL and HL	<i>Collaboratively creating original theatre</i>	Students reflect on their own personal approaches, interests and skills in theatre. They research and examine at least one starting point and the approaches employed by one appropriate professional theatre company, and consider how this might influence their own personal approaches.	Students respond to at least one starting point and engage with the process of transforming it collaboratively into an original piece of theatre.	Students participate in at least one production of a collaboratively created piece of original theatre, created from a starting point, which is presented to others.

The theatre journal

From the beginning of the course, and at regular intervals, students are required to maintain a theatre journal. This is the students' own record of their two years of study and should be used to record:

- challenges and achievements
- creative ideas
- critical analysis and experience of live theatre productions as a spectator
- detailed evaluations
- experiences as a creator, designer, director and performer
- feedback

- reflections
- research
- responses to work seen
- responses to diverse stimuli
- skills acquisition and development.

Students should be encouraged to find the most appropriate ways of recording their development and have free choice in deciding what form the journal should take. The content of the journal should focus specifically on an analysis of learning experiences, rather than being simply a record of triumphs or an exhaustive chronicle of everything the student experiences in theatre. Although elements of the journal may be selected, adapted and presented for assessment, the journal itself is not directly assessed or moderated. It is, however, regarded as a fundamental activity of the course, developing the student's ability to record research, process and reflection, skills that are required in all assessment tasks.

3. How will technology be integrated into the course (consider NETS/METS standards)?

Students will use technology in a variety of ways including the filming and editing of some of the performances, researching, designing, and collaboration. Additionally they will keep their theater journals digitally. Additionally video extracts, handouts, images, props, photographs and so on will be used. And there will be a video recording of their final presentations sent to the IB for assessment.

4. How will career or "real world" experiences be integrated into the course? This class is based on how to analyze and perform. Students who like to act will get real world experience in understanding motivation of characters, have ideas about how to block and move the characters, and how to enjoy a performance from an intellectual point of view. Certainly they will see all kinds of performances as they live and grow in the world, and this course will help them be good audience members. When they create their own plays they will look at the world and find ways to examine how to tell the stories of their characters and still stay true to their messages.

5. What summative and formative assessments will be used to measure student achievement?

There are both internal and external summative assessments which include: External Assessment 1 is a Director's notebook, External Assessment 2 is a Research presentation, and the Internal Assessment is a collaborative project where students create and present an original piece of theater lasting 13-15 minutes for a and to a specified target audience. I've attached the assessment

standards below:

Assessment objective 1: demonstrate knowledge and understanding of specified content

- a. Describe the relationship between theatre and its contexts
- b. Identify appropriate and valuable information from research for different specialist theatre roles (creator; designer; director; performer)
- c. Present ideas, discoveries and learning, gained through research and practical exploration to others

Assessment objective 2: demonstrate application and analysis of knowledge and understanding

- a. Explain the relationship and significance of the integration of production, performance and research elements
- b. Explore and demonstrate different ways through which ideas can be presented and transformed into action
- c. Explain what has informed, influenced and had impact on their work

Assessment objective 3: demonstrate synthesis and evaluation

- a. Evaluate their work and the work of others
- b. Discuss and justify choices
- c. Examine the impact their work has had on others

Assessment objective 4: select, use and apply a variety of appropriate skills and techniques

- a. Demonstrate appropriate skills and techniques in the creation and presentation of theatre in different specialist theatre roles (creator; designer; director; performer)
- b. Demonstrate organization of material including use and attribution of sources
- c. Demonstrate the ability to select, edit and present work appropriately

Additionally, the specifics for the assessments are below:

Assessment tasks	SL	HL
External assessment		
<p>Task 1: Solo theatre piece (HL only)</p> <ul style="list-style-type: none"> Students at HL research a theatre theorist they have not previously studied, identify an aspect(s) of their theory and create and present a solo theatre piece (4–8 minutes) based on this aspect(s) of theory. 	N/A	35%
<p>Task 2: Director’s notebook (SL and HL)</p> <ul style="list-style-type: none"> Students at SL and HL choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience. 	35%	20%
<p>Task 3: Research presentation (SL and HL)</p> <ul style="list-style-type: none"> Students at SL and HL plan and deliver an individual presentation (15 minutes maximum) to their peers in which they outline and physically demonstrate their research into a convention of a theatre tradition they have not previously studied. 	30%	20%
Internal assessment		
<p>Task 4: Collaborative project (SL and HL)</p> <ul style="list-style-type: none"> Students at SL and HL collaboratively create and present an original piece of theatre (lasting 13–15 minutes) for and to a specified target audience, created from a starting point of their choice. 	35%	25%

Linking the theatre core syllabus areas to the assessment tasks

AS PART OF THE CORE SYLLABUS, STUDENTS WILL BE EXPECTED TO: (from the perspectives of creator, designer, director, performer and spectator)		FOR THE ASSESSMENT TASKS, STUDENTS WILL BE EXPECTED TO: (in the specialist theatre roles of creator, designer, director, performer)	
THEATRE IN CONTEXT	THEATRE PROCESSES	PRESENTING THEATRE	External/ Internal
HL only <i>Creating theatre based on theatre theory</i>	At HL, students research and examine the various contexts of at least one theatre theorist. At HL, students practically explore at least one theatre theorist collaboratively and engage with the process of creating a piece of theatre based on their theory.	At HL, students create, present and evaluate at least one theatre piece based on an aspect(s) of a theatre theorist's work they have explored.	SL HL
SL and HL <i>Working with play texts</i>	Students research and examine the various contexts of at least one published play text and reflect on live theatre moments they have experienced as spectators. Students take part in the practical exploration of at least two contrasting published play texts and engage with the process of transforming a play text into action.	Students direct at least one scene or section from one published play text which is presented to others. Students present a moment of theatre to others which demonstrates the performance convention(s) of at least one world theatre tradition.	Ext. 35% 20%
SL and HL <i>Examining world theatre traditions</i>	Students research and examine the various contexts of at least one world theatre tradition. Students practically examine the performance conventions of at least one world theatre tradition and apply this to the staging of a moment of theatre.	Students present a moment of theatre to others which demonstrates the performance convention(s) of at least one world theatre tradition.	Ext. 30% 20%

Combining all they have learned from theatre in context, theatre processes and presenting theatre units:

Solo theatre piece: Students at HL research a theatre theorist they have not previously studied, identify an aspect(s) of their theory and create and present a solo theatre piece (4–8 minutes) based on this aspect(s) of theory. Each student submits for assessment:

- a report (3,000 words maximum)
- a continuous unedited video recording of the whole solo theatre piece (4–8 minutes)
- a list of all primary and secondary sources cited.

Director's notebook: Students at SL and HL choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience. Each student submits for assessment:

- a director's notebook (20 pages maximum) which includes the student's presentation of their final directorial intentions and the intended impact of these on an audience
- a list of all sources cited.

Research presentation: Students at SL and HL plan and deliver an individual presentation (15 minutes maximum) to their peers in which they outline and physically demonstrate their research into a convention of a theatre tradition they have not previously studied. Each student submits for assessment:

- a continuous, unedited video recording of the live presentation (15 minutes maximum)
- a list of all sources cited and any additional resources used by the student during the presentation which are not clearly seen within the video recording.

Form A3

Instructional Resource Review

(textbooks, reference materials, classroom technology, online resources, media)

Date: November 9, 2015

Applicant(s) : Debora Marsh

Building Involved: High School

Grade(s) and/or Course: 11 and 12

Targeted population: Students who like drama as well as IB diploma students looking for a second option for their group 6 course of study will take this class. We have a large number of students who are in our drama programs, and we don't really have any classes for them to explore their talents in drama.

Describe the teaching resource(s) being considered: We currently own two different class sets of Theater books, and we have plenty of books of plays and scripts for the course to use—this class will NOT need books. According to the IB requirements students can use any relevant and appropriate supplementary materials that will enhance the presentation of their research into performance and demonstrate the process of their explorations, so a specific book is not required.

Connection to specific goals within the strategic plan: to offer our students the courses necessary to meet their interests and the educational foundation for their academic future. 22% of our students report that they want to pursue a career in the performing arts, so this class meets their interests and gives them the necessary foundation to continue the study of drama and theater in college.

Connection to District Improvement Plan or School Improvement Plan(s): It links directly with the Teacher Work Group, which is looking at student interests and the courses we offer.

Explain how the resource(s) supports the GLCEs, HSCEs, Common Core and/or other standards and benchmarks? Common Core encourages analysis and understanding of a variety of texts, including plays. Also, plenty of research shows that students who participate in the arts do better in school overall. Additionally the course meets the Speaking and Listening standards 1-6 of the Common Core.

Please review the resource(s) and answer the following:

1. How does the resource support various learning styles, multiple intelligences of the students, and differentiated instruction? Studying theatre allows the opportunity for students to engage with exciting, stimulating and personally relevant topics and issues including personal, political and spiritual values of others, particularly in relation to race, gender or religious beliefs.
2. In what way(s) does the resource appeal to students? Since they will be doing their own investigations, they will be able pick areas of interest in their study.
3. Does the material support cultural diversity and gender equity? Yes.

4. Does the material encourage critical thinking and problem solving? Give examples. The entire IB curriculum requires that students learn to be creative and critical thinkers. Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualize their work. The theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre— as participants and audience members—they gain a richer understanding of themselves, their community and the world.

Through the study of theatre, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation. It enables students to discover and engage with different forms of theatre across time, place and culture and promotes international-mindedness

5. What Teacher aids are provided? The training for this course will happen this coming summer.

6. Describe what other alternatives were considered and why were they are not being proposed: None

7. For text based resources: We don't need to buy anything.

- a. Is the reading level appropriate for the users?
- b. Does it provide students with resources for understanding the content and how to use the text?
- c. Does it provide and promote uses of technology? Links to websites?

8. Community review:

Date of review: January 7, 2016; 5:30 PM

Location of meeting: Dexter High School Media Center

Number of attendees: 3 plus Debora Marsh

Keep a record of the meeting(s): Debora Marsh

Comments & recommendations: The parents were happy to see that we were offering courses that were specifically linked to student interest and to allow for more students to pursue the IB Diploma.

Projected costs:

K12 administrative team recommendation: Yes No Needs revision

Comments/suggestions: reviewed 1-12-16; no further comments

Course Proposal for:

IB Sports, Exercise and Health Science SL

1 year only

11-12 grades

This class gives students the opportunity to be a sport and exercise scientist, who would be able to design exercise, training and health care for an athlete, after careful consideration of the physiological, biomechanical and psychological demands of the activity. This course involves the study of the science that underpins physical performance. The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health.

Form A2

New Course Proposal

Course Title: Sports, Exercise and Health Science SL

Department: Physical Education and Health Science

Duration: 1 year for SL

Grade Level(s): 11 or 12

Prerequisite(s): none

Contact Person(s): Debora Marsh

Proposal Date: November 9, 2015

1. Why is a new course necessary? Currently we don't offer an IB Science class that can actually be accomplished in one school year. The students who try to take Biology, Chemistry or Physics in one year suffer because of the difficulty in getting in the hours of instruction and the hours of experiment time. It is both a burden to students and teachers. This course offers students who would like to explore a career in the medical field an opportunity to gain information and experience in their chosen field.

2. What are the "big ideas" or "core concepts" that will be covered in the course?
Consider

Common Core State Standards, Power Standards or Focal Points for GLCE's and HSCE's.

There are 6 compulsory topics: Anatomy, Exercise physiology, energy systems, movement analysis, skill in sport, measurement and evaluation of human performance. There are also 4 options that the instructor would choose from: Optimizing physiological performance, psychology of sport, physical activity and

health, nutrition for sport, exercise and health.

Syllabus component	Teaching hours
Core There are six compulsory topics in the core.	80
Topic 1: Anatomy 1.1 The skeletal system 1.2 The muscular system	7 4 3
Topic 2: Exercise physiology 2.1 Structure and function of the ventilatory system 2.2 Structure and function of the cardiovascular system	17 5 12
Topic 3: Energy systems 3.1 Nutrition 3.2 Carbohydrate and fat metabolism 3.3 Nutrition and energy systems	13 4 2 7
Topic 4: Movement analysis 4.1 Neuromuscular function 4.2 Joint and movement type 4.3 Fundamentals of biomechanics	15 4 3 8
Topic 5: Skill in sport 5.1 The characteristic and classification of skill 5.2 Information processing 5.3 Principles of skill learning	15 4 6 5
Topic 6: Measurement and evaluation of human performance 6.1 Statistical analysis 6.2 Study design 6.3 Components of fitness 6.4 Principles of training programme design	13 2 4 4 3

Topic 1: Anatomy (7 hours)

- 1.1 The skeletal system
- 1.2 The muscular system

Topic 2: Exercise physiology (17 hours)

- 2.1 Structure and function of the ventilator system
- 2.2 Structure and function of the cardiovascular system

Topic 3: Energy systems (13 hours)

3.1 Nutrition

3.2 Carbohydrate and fat metabolism

3.3 Nutrition and energy systems

Topic 4: Movement analysis (15 hours)

4.1 Neuromuscular function

4.2 Joint and movement type

4.3 Fundamentals of biomechanics

Topic 5: Skill in sport (15 hours)

5.1 The characteristics and classification of skill

5.2 Information processing

5.3 Principles of skill learning

Topic 6: Measurement and evaluation of human performance (13 hours)

6.1 Statistical analysis

6.2 Study design

6.3 Components of fitness

6.4 Principles of training program design

Option A: Optimizing physiological performance (15 hours)

A.1 Training

A.2 Environmental factors and physical performance

A.3 Non-nutritional ergogenic aids

Option B: Psychology of sport (15 hours)

B.1 Individual differences

B.2 Motivation

B.3 Mental preparation for sport

B.4 Psychological skills training

Option C: Physical activity and health (15 hours)

C.1 Hypokinetic disease

C.2 Cardiovascular disease

C.3 Physical activity and obesity

C.4 Physical activity and type 2 diabetes

C.5 Physical activity and bone health

C.6 Prescription of exercise for health

C.7 Exercise and psychological well-being

Option D: Nutrition for sport, exercise and health (15 hours)

D.1 Digestion and absorption

D.2 Water and electrolyte balance

D.3 Energy balance and body composition

D.4 Nutritional strategies

Syllabus component	Teaching hours
Options There are four options. Students are required to study any two options.	30
Option A: Optimizing physiological performance	15
A.1 Training	5
A.2 Environmental factors and physical performance	6
A.3 Non-nutritional ergogenic aids	4
Option B: Psychology of sport	15
B.1 Individual differences	5
B.2 Motivation	3
B.3 Mental preparation for sport	4
B.4 Psychological skills training	3
Option C: Physical activity and health	15
C.1 Hypokinetic disease	1.5
C.2 Cardiovascular disease	3
C.3 Physical activity and obesity	2
C.4 Physical activity and type 2 diabetes	2
C.5 Physical activity and bone health	2.5
C.6 Prescription of exercise for health	1.5
C.7 Exercise and psychological well-being	2.5
Option D: Nutrition for sport, exercise and health	15
D.1 Digestion and absorption	3
D.2 Water and electrolyte balance	4
D.3 Energy balance and body composition	2
D.4 Nutritional strategies	6
Internal assessment	40
Total teaching hours	150

3. How will technology be integrated into the course (consider NETS/METS standards)?

Just like with any other health and fitness class, students will be using technology. Additionally, students must do investigations where they will use computers for simulations, data collection, data analysis and presentation of that data in forms for a presentation. The practical work, ICT and the learner profile taken together form the basis for pedagogy recommended for the course. Using technology for practical hands-on activities in the laboratory and the field is the dominant delivery method and process for teaching and learning.

4. How will career or “real world” experiences be integrated into the course? This class relates directly to a career in medicine. When looking at our EXPLORE, PLAN and ACT, we see that 27% of our students want to go into health services when they graduate and this course will not only help them decide if that is an appropriate career choice for them but it will also give them a chance to take a course directly related to their interests. The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health. Students will cover a range of core and option topics and carry out practical (experimental) investigations in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyze human performance. Where relevant, the course will address issues of international dimension and ethics by considering sport, exercise and health relative to the individual and in a global context.

5. What summative and formative assessments will be used to measure student achievement?

Assessments are described completely on the attached forms. There are both internal and external summative assessments which include: Paper 1 which is a 30 question multiple choice test on the core of the syllabus, Paper 2 is where students answer a data based question and several short answer questions on the core AND answer one extended response question on the core from a choice of 3 options, Paper 3 is several short answer questions based on the options the teacher chooses. Additionally students have Practical Work which is submitted to the IB, that includes 30 hours of student investigations, AND the Group 4 interdisciplinary project (10hours). All class work leading up to the summative assessments will be formative.

Component	Overall weighting (%)	Approximate weighting of objectives (%)		Duration	Format and syllabus coverage
		1+2	3		
Paper 1	20	20	0	45 minutes	30 multiple-choice questions on the core syllabus
Paper 2	32	16	16	1 hour 15 minutes	Section A: one data-based question and several short-answer questions on the core (all compulsory) Section B: one extended-response question on the core (from a choice of three)
Paper 3	24	12	12	1 hour	Several short-answer questions (all compulsory) in each of the two options studied

<p>Internal assessment/Practical work (40 hours) (48 marks)</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Investigations (30 hours) A mixture of short- and long-term investigations (42 marks)</p> <p>Group 4 project (10 hours) Interdisciplinary project. Assessed for personal skills (PS) only. (6 marks)</p>	24%
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Assessment component	Weighting
<p>External assessment (3 hours)</p> <p>Paper 1 (45 minutes) Syllabus content: Core Assessment objectives 1 and 2 30 multiple-choice questions on the core syllabus. (30 marks)</p> <p>Paper 2 (1 hour 15 minutes) Syllabus content: Core Assessment objectives 1–3 Section A: Students answer one data-based question and several short-answer questions on the core (all compulsory). (30 marks) Section B: Students answer one extended-response question on the core (from a choice of three). (20 marks) (50 marks)</p> <p>Paper 3 (1 hour) Syllabus content: Options Assessment objectives 1–3 Several short-answer questions (all compulsory) in each of the two options studied. (40 marks)</p>	<p>76%</p> <p>20%</p> <p>32%</p> <p>24%</p>

Form A3

Instructional Resource Review

(textbooks, reference materials, classroom technology, online resources, media)

Date: November 9, 2015

Applicant(s) : Debora Marsh

Building Involved: High School

Grade(s) and/or Course: 11 and 12

Targeted population: Students interested in the health services. Consortium students, students who want to go into physical therapy, or medicine. IB Diploma students who are looking for an SL one year science class that will allow them to double up on HL classes in the social studies area, or the English or Arts areas.

Describe the teaching resource(s) being considered: We will need dynamometers, respiratory belts, stop watches, data logging software on the computer, and a book called IB Diploma Sports, Exercise and Health

Cost \$54.88

- **Paperback:** 368 pages
- **Publisher:** Oxford University Press (2012)
- **Language:** English
- **ASIN:** B00BNY2VRC

Connection to specific goals within the strategic plan: to offer our students the courses necessary to meet their interests and the educational foundation for their academic future.

Connection to District Improvement Plan or School Improvement Plan(s): It links directly with the Teacher Work Group, which is looking at student interests.

Explain how the resource(s) supports the GLCEs, HSCEs, Common Core and/or other

standards and benchmarks? The book follows the course specifically, meeting all the core information. It will also meet the MMC requirements for Health.

Please review the resource(s) and answer the following:

1. How does the resource support various learning styles, multiple intelligences of the

students, and differentiated instruction? Students will learn by doing, reading, experimenting and inquiry.

2. In what way(s) does the resource appeal to students? Since they will be doing their own investigations, they will be able pick areas of interest in their study.

3. Does the material support cultural diversity and gender equity? Yes.

4. Does the material encourage critical thinking and problem solving? Give examples. The entire IB curriculum requires that students learn to be creative and critical thinkers. There is no one scientific method, in the strict Popperian sense, of gaining knowledge, of finding explanations for the behaviour of the natural world. Science works through a variety of approaches to produce these explanations, but they all rely on data from observations and experiments and have a common underpinning rigour, whether using inductive or deductive reasoning. The explanation may be in the form of a theory, sometimes requiring a model that contains elements not directly observable. Producing these theories often requires an imaginative, creative leap. Where such a predictive theoretical model is not possible, the explanation may consist of identifying a correlation between a factor and an outcome. This correlation may then give rise to a causal mechanism that can be experimentally tested, leading to an improved explanation. All these explanations require an understanding of the limitations of data, and the extent and limitations of our knowledge. Science requires freedom of thought and open-mindedness, and an essential part of the process of science is the way the international scientific community subjects the findings of scientists

to intense critical scrutiny through the repetition of experiments and the peer review of results in scientific journals and at conferences. The syllabus details sections in the group 4 guides give references in teacher's notes to appropriate topics where these aspects of the scientific way of knowing can be addressed.

5. What Teacher aids are provided? The training for this course will happen this summer.

6. Describe what other alternatives were considered and why were they are not being proposed: None

7. For text based resources:

Title of Text: IB Diploma Sports, Exercise and Health: Course Book

Publisher: Oxford Press

Copyright Date: Nov. 8, 2012

ISBN: 978-0199129690

- a. Is the reading level appropriate for the users? Yes
- b. Does it provide students with resources for understanding the content and how to use the text? Table of Contents, Glossary, Index, Guideline Charts, Highlights for Chapter, Summaries, Vocabulary Lists, Chapter Reviews, Graphs, Diagrams, Concept Maps, Tables, etc. Yes
- c. Does it provide and promote uses of technology? Links to websites? Yes

8. Community review:

Date of review: January 7, 2016; 5:30 PM

Location of meeting: Dexter High School Media Center

Number of attendees: 3 plus Debora Marsh

Keep a record of the meeting(s): Debora Marsh

Comments & recommendations: The parents were happy to see that we were offering courses that were specifically linked to student interest and to allow for more students to pursue the IB Diploma.

Projected costs \$1646.40 for a class set of books and \$1500 for the dynamometers, respiratory belts, stop watches, data logging software for the computer etc.

K12 administrative team recommendation: Yes No Needs revision

Comments/suggestions: Reviewed 1-12-16; no further comments

Dexter Community Schools 12/1/2010



All votes are confidential and counted one time.

Please cast your vote for one candidate to represent Region 7 for a three-year term on the MASB Board of Directors. To cast your vote, click the circle to the left of the candidate you wish to select. Once you've selected your candidate, click "next." All votes are confidential and counted one time.

NOTE: Voting is a two-step process. Once you submit your vote (Step 1), you'll receive an email asking you to validate your ballot (Step 2). **You must follow the link in this email to complete the voting process.**

2016 MASB Board of Directors Official Ballot

This is a Required Question.



Gregory A. Peoples*

District: Washtenaw ISD

County: Washtenaw

Time served on this board: 25 years

Offices held: President, Vice President, Secretary and Treasurer

Time served on another board: Eight years, Lincoln Consolidated Schools

Offices held: President and Vice President

MASB Certification:

Certified Boardmember Award

Award of Merit

Election Statement:



It has been an honor and pleasure to have served on the MASB Board of Directors over the last 11 years. During those years that Organization itself as well as public education has had some turbulent times. I think I have contributed to the continued success of the organization as well as continued to advocate for local Board control and support for public schools in general. During my tenure on the Board we have been successful with hiring two Executive Directors, one who was successful in helping to move the Organization forward and now we have hired her successor who is well known for his work in working with both sides of the Legislature.

I have served on the Executive Committee, Resolution and Bylaws Committee, and the Government Relations Committee in an effort to provide the best service possible to local Boards of Education. I have also served as President of MASB.

Public education and our local Boards of Education continue to be under attack and under serviced. I would like to continue to serve with my fellow MASB Board members in advocating for public education.

**Incumbent*



Jack Temsey

District: Pottersville Public Schools

County: Eaton

Time served on this board: Two years

Offices held:

MASB Certification:

Certified Boardmember Award

Award of Merit

Election Statement:

Although I may be in my first-term of service to our local Board of Education, I have a passion for Education and Advocacy; this is what sparked my intentions to run for our local School Board, I have used that passion to fuel my ideas, continue my quest for knowledge and to lobby on behalf of Students to our Legislators. My wife Ashley and I have a 2nd and 3rd Grader and understand the importance Education plays and will continue to play both in their lives as well as our own.

I would like to represent the Districts both large and small in continuing to be a voice for Public Education and all of our students with the other members of MASB's Board of Directors and staff to accomplish our unified goals. I would like to contribute to the larger voice raised by the MASB's Board of Directors and continue to champion the cause both Statewide and Nationally.

I also serve on our PTA Board as its President and realize the day to day challenges that both Teachers and Students face and have been fortunate in that role to provide a hands on approach to helping the Teachers provide the necessary environments for our students to grow and learn effectively. This provides the unique opportunity to collaborate with the Board of Education with the insight that comes from students, parents and our teachers.

Understanding learning does not only take place in the classrooms, I also participate in several youth organizations such as: the Boy Scouts of America as a Committee Member, Commissioner, Merit Badge Counselor and Advisor; the Girl Scouts of America as a volunteer presenter; Advisory Board member and Treasurer for the International Order of Rainbow for Girls; Junior Achievement and have volunteered as a reader for the Beacon project sponsored by the Grand Lodge of Free and

Accepted Masons of Michigan as well as serving as Chairman for the Bikes for Books program. Utilizing these experiences we can see our students grow in knowledge, experience and leadership, all of which are necessary qualities we look for as we strive to move Michigan forward.



Dale S. Wingerd

District: Clinton Community Schools

County: Lenawee

Time served on this board: 10 years

Offices held: President and Secretary

MASB Certification:

Certified Boardmember Award

Award of Merit

Award of Distinction

Master Boardmember Award

Master Diamond Award

Election Statement:

All learners deserve the best education possible and I believe that every person matters. It is my desire to serve on the Board of Directors for MASB to further contribute to quality education and experiential learning for every person. As a School Board member for nearly 10 years, I have vast experience in dealing with the changing demands of education, difficult economic times, and meeting the needs of every student. During my tenure and on the Clinton Community Schools Board of Education, I served in the role of Secretary for one year and held the office of President for 7 years. My passion for public education is further evidenced by my efforts in professional development (Master Diamond Certification), as well as my roles as Lenawee County Association School Board, District Representative (8 years), where I served as the LCASB President for 6 years and also held offices of Treasurer and President Elect. Additionally, I have held leadership roles in my professional life that include Manager and Store Director. However, my most important roles are that of a husband of 29 years and parent of three children. Sadly, we lost our daughter Kassie to Leukemia in 2011; although her passing inspired me to continue my journey to help all children achieve at their maximum potential. If elected to the MASB Board of Directors, my hope is to work with the great leaders in our State to continue the quest for the best education possible for all persons.

[Next >>](#)

Gregory A. Peoples

February 1, 2016

Dear Fellow Board members:

My name is Greg Peoples and I'm writing to you today asking for your vote for the Region 7 Director seat on the Michigan Association of School Boards (MASB). I am the current Director for our region and I am hoping to continue to serve you.



I have served on the MASB Board for the past 12 years and have weathered some difficult challenges for the Association as well as for public education in general. We continue to face difficult times when it comes to providing the best educational opportunities for our children.

During my tenure on the Board, I have worked with my fellow Directors to:

- Successfully hire two Executive Directors
- Advocate for additional funds for public schools both at the State and National level.
- Advocate for local control for School Boards

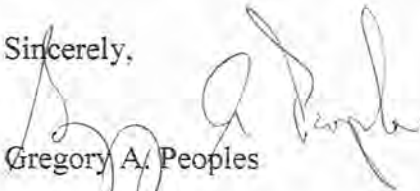
I have served as Board Vice President and President. As President I presided over the most tumultuous Delegate Assembly in 12 years.

I currently serve on the Washtenaw Intermediate School Board (WISD) and served as Board President during the consolidation of the Ypsilanti and Willow Run School districts. In addition to serving on the WISD Board I was elected to serve two terms on both the Willow Run School Board and the Lincoln Consolidated School Board.

By profession, I am a Senior Administrator with over 40 years of service in Higher Education at a variety of institutions. I believe students can best reach their educational potential in an environment that is nurturing, safe, and free of barriers that inhibit learning and restrict the ability to obtain a quality education. A comprehensive quality education is one that fully integrates challenges in the academic arena with a variety of meaningful out of the classroom experiences. The successful combination of these challenges and experiences is directly correlated to student satisfaction, success and school completion.

Thank you for allowing me to share my thoughts with you and I hope that you will consider me when voting for the Region 7 Director for the MASB.

Sincerely,


Gregory A. Peoples

January 27, 2016

Dear School Board President:

RE: MASB Board of Directors Election – Region 7

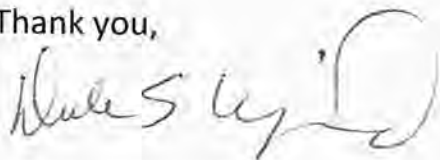
Dear Colleague:

As a member of the Clinton Community School Board of Education for the past 10 years, I have developed a passion that all learners should pursue the best education possible. In working toward this goal, it would be my honor to represent the MASB Region 7 Boards of Education by being elected to the MASB Board of Directors. I am, therefore, humbly asking for your support.

I have enclosed a copy of a brief biography to better acquaint you with my educational credentials. However, please feel free to contact me if you would like any additional information.

I look forward to serving you.

Thank you,

A handwritten signature in black ink, appearing to read "Dale S. Wingerd". The signature is fluid and cursive, with a large loop at the end of the last name.

Dale S. Wingerd
MASB Board of Directors Candidate – Region 7

/klp

Enclosure (1)



Dale S. Wingerd

Clinton Community School Board

All learners deserve the best education possible and I believe that every person matters. It is my desire to serve on the Board of Directors for MASB to further contribute to quality education and experiential learning for every person. As a School Board member for nearly 10 years, I have vast experience in dealing with the changing demands of education, difficult economic times, and meeting the needs of every student. During my tenure and on the Clinton Community Schools Board of Education, I served in the role of Secretary for one year and held the office of President for 7 years. My passion for public education is further evidenced by my efforts in professional development (Master Diamond Certification), as well as my roles as Lenawee County Association School Board, District Representative (8 years), where I served as the LCASB President for 6 years and also held offices of Treasurer and President Elect. Additionally, I have held leadership roles in my professional life that include Manager and Store Director. However, my most important roles are that of a husband of 29 years and parent of three children. Sadly, we lost our daughter Kassie to Leukemia in 2011; although her passing inspired me to continue my journey to help all children achieve at their maximum potential. If elected to the MASB Board of Directors, my hope is to work with the great leaders in our State to continue the quest for the best education possible for all persons.

**Dexter Community Schools
Board of Education
Executive Summary and Recommendation**

Purpose: To discuss the current process and policies for board approval of FMLA leaves.

Explanation: Historically, the Board approves FMLA leaves for professional and administrative staff on the consent agenda. However, Board policies 1630.01, 3430.01, and 4430.01 do not require Board approval of FMLA leaves. The policies state "In accordance with Federal law, the Board of Education shall provide up to twelve (12) weeks of unpaid FMLA leave in any twelve (12) month period..." Further into the policies, the ability to use sick/leave days is outlined in detail. Based on Federal law and Board policy, it doesn't appear the Board can deny an FMLA request that meets the requirements outlined in the Federal law. In addition, placing the approval of a leave for a medical reason on the Board agenda places employees' medical conditions on a public agenda and our website. It is the recommendation that future requests for FMLA leave no longer be included on the consent agenda. This would follow Board policy and protect the privacy of our employees.

Recommendation: It is the recommendation of the Superintendent that the Dexter Community Schools Board of Education discuss changing the process for future FMLA requests to no longer be listed on the consent agenda while aligning with Board policy.

Dexter Community Schools

Bylaws & Policies

1630.01 - FAMILY & MEDICAL LEAVES OF ABSENCE ("FMLA")

In accordance with Federal law, the Board of Education shall provide up to twelve (12) weeks of unpaid FMLA leave in any twelve (12) month period to eligible administrators for the following reasons:

- A-1. the birth of a child and/or the care of a newborn child within one (1) year of the child's birth
- B-1. the placement of a child with the staff member by way of adoption or foster care and/or to care for the child within one (1) year of the child's arrival
- C-1. the staff member is needed to care for a spouse, parent or dependent child if such individual has a serious health condition, or
- D-1. the staff member's own serious health condition prevents him/her from performing the functions of his/her position

Employee Entitlement to Service Member FMLA

Leave Entitlement

Service member FMLA provides eligible employees unpaid leave for one, or for a combination, of the following reasons:

- A-2. A "qualifying exigency" arising out of a covered family member's (spouse, son, daughter, or parent) covered active duty or call to covered active duty in the United States Armed Forces including the National Guard and Reserves. Qualifying exigencies, as defined by Federal regulations, include: 1) short-notice deployment; 2) military events and related activities; 3) childcare and school activities; 4) financial and legal arrangements; 5) counseling; 6) rest and recuperation (maximum fifteen (15) calendar days); 7) post-deployment activities; 8) caring for a military member's parent who is incapable of self-care when the care is necessitated by the member's covered active duty; and 9) additional activities not encompassed in the other categories, but agreed to by the employer and employee. Covered active duty means deployment with the Armed Forces to a foreign country.
- B-2. To care for a covered family member, including next of kin as provided in the statute, who has incurred an injury or illness or aggravation of a pre-existing illness or injury while in the line of duty while on covered active duty in the United States Armed Forces, including the National Guard and Reserves, provided that such injury or illness may render the family member medically unfit to perform duties of the member's office, grade, rank, or rating. Covered active duty means deployment with the Armed Forces to a foreign country. This leave is also available to care for veterans of the United States Armed Forces, including the National Guard and Reserves, provided the veteran was a service member at any time within the five (5) years prior to the start of the treatment, recuperation or therapy. In accordance with applicable regulations, a veteran's serious injury or illness incurred or aggravated in the line of active duty can also

be manifested by: 1) a physical or mental condition with a VA Service Disability Rating of 50% or greater and is the condition precipitating the need for leave; or 2) a physical or mental condition that substantially impairs the ability to secure or substantially follow a gainful occupation, or would do so absent treatment; or 3) an injury, including psychological, for which the veteran has been enrolled in the Dept. of V.A. Program of Comprehensive Assistance for Family Care Givers.

Duration of Service Member FMLA

- A. When leave is due to a "Qualifying Exigency": An eligible employee may take up to twelve (12) work weeks of leave during any twelve (12) month period. Such leave shall be counted with regular FMLA leave time in calculating the twelve (12) weeks of allowable leave.

- B. When leave is to care for an injured or ill service member: An eligible employee may take up to twenty-six (26) work weeks of leave during a single twelve (12) month period to care for the service member who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness. This is a one time benefit per service member. Leave to care for an injured or ill service member, when combined with other FMLA-qualifying leave, may not exceed twenty-six (26) weeks in a single twelve (12) month period.

- C. Service Member FMLA runs concurrent with other leave entitlements provided under Federal, State, and local law.

General FMLA Provisions

Administrators are "eligible" if they have worked for the Board for at least twelve (12) months, **and** for at least 1,250 hours over the twelve (12) months prior to the leave request. Service time may be aggregated when the break in service is less than seven (7) years for military obligation or subject to recall under a collective bargaining agreement. All full-time administrators are deemed to meet the 1,250 hour requirement. All periods of absence from work due to or necessitated by USERRA-covered service is counted in determining an employee's eligibility for FMLA leave.

Twelve (12) month period for determining hours worked and use of leave is defined as a rolling twelve (12) month period measured backward from the date the staff member uses FMLA leave (i.e. the "leave year" is specific to each individual staff member).

For Service Member FMLA leave, the use of the twenty-six (26) weeks of leave will be measured forward from the first date on which the employee takes leave.

Serious health condition is defined as an illness, injury, impairment, or physical or mental condition that involves:

- A. inpatient care, including any period of incapacity or any subsequent treatment in connection with such inpatient care; or

- B. continuing treatment by a healthcare provider, including:
 - 1. a period of incapacity of more than three (3) consecutive full calendar days and any subsequent treatment or period of incapacity relating to the same condition, that also involves either in person treatment two (2) or more times by a healthcare provider within thirty (30) days of the first date of incapacity absent extenuating circumstances beyond the employee's control, or in person treatment by a healthcare provider on at least one (1)

occasion which results in a regimen of continuing treatment under the supervision of a healthcare provider;

The first visit to the healthcare provider must occur within seven (7) days of the first date of incapacity.

2. any incapacity due to pregnancy or for prenatal care;
 3. any period of incapacity or treatment for such incapacity due to a chronic serious health condition;
 4. a period of incapacity which is permanent or long-term due to a condition for which treatment may not be effective;
 5. any period of absence to receive multiple treatments by a healthcare provider either for restorative surgery after an accident or other injury, or for a condition that would likely result in a period of incapacity of more than three (3) consecutive days in the absence of medical intervention or treatment, such as cancer (chemotherapy, radiation, etc.), severe arthritis (physical therapy), kidney disease (dialysis);
- C. conditions for which cosmetic treatment are administered are not "serious health conditions" unless inpatient hospital care is required or complications develop. Ordinarily, unless complications arise, the common cold, the flu, ear aches, upset stomachs, minor ulcers, headaches other than migraines, routine dental or orthodontia problems, periodontal disease, etc., are conditions that do not meet this definition and do not qualify for FMLA leave.

Whenever the leave is foreseeable, the staff member shall provide the Superintendent with thirty (30) days notice. If there is insufficient time to provide such notice because of unforeseeable events, the staff member shall provide such notice as soon as possible and practical, generally not later than the next business day after the employee realizes the need for leave. Failure to follow the leave notice requirements may result in delay of obtaining the leave. Employees will still be required to comply with the absence reporting procedures at their buildings.

When planning medical treatment, the staff member must consult with the Superintendent and make a reasonable effort to schedule the leave so as not to unduly disrupt the regular operation of the District, subject to the approval of the healthcare provider.

The Board shall require the staff member to substitute any of his/her earned or accrued paid vacation leave, personal leave or family leave (per the applicable collective bargaining agreement) for unpaid FMLA leave provided for the birth, adoption or foster care placement of a child, or qualifying exigency for a Service Member Family Leave (see A-1, B-1, and A-2 on page one).

The Board shall require the staff member to substitute any of his/her earned or accrued paid vacation, personal leave or sick leave (per the applicable collective bargaining agreement) for unpaid FMLA leave provided for the staff member's own serious health condition or to care for a spouse, parent or dependent child with a serious health condition (see C-1 and D-1 on page one and B-2 on page two).

If the staff member has not earned or accrued adequate paid leave to encompass the entire twelve (12) or twenty-six (26) week period of FMLA leave, any additional weeks of leave to which the staff member is entitled to shall be unpaid. Whenever a staff member uses paid leave for a qualifying leave under this policy, such leave will count towards the maximum allowable leave, the paid leave, and FMLA/Service Member Family leave to which the staff member is entitled will run concurrently.

The Superintendent may allow a staff member to take FMLA leave intermittently or on a reduced-leave schedule for the

birth, adoption or foster care placement of a child (see A-1 and B-1 on page one). A staff member may take FMLA leave on an intermittent or reduced-leave schedule when medically necessary for his/her own serious health condition or to care for a spouse, parent or dependent child with a serious health condition (see C-1 and D-1 on page one). The taking of such leave results in the total reduction of the twelve (12) weeks only by the amount of leave actually taken. Leave will be accounted for in increments no greater than the smallest increment used for other similar leaves, but in no event greater than one (1) hour increments. Leave entitlement will not be reduced by more than the amount of leave actually taken.

If the intermittent or reduced-leave schedule is foreseeable based on planned medical treatment, the Superintendent may require the staff member to transfer temporarily to an available alternative position which better accommodates recurring periods of leave. The alternative position shall have equivalent pay and benefits but not necessarily equivalent duties. Instructional staff members (i.e. individuals whose principal function is to teach and instruct students in a class, a small group, or an individual setting) who request intermittent leave or a reduced-leave schedule which would exceed twenty percent (20%) of the total number of working days over the period of anticipated leave must elect either to:

- A. take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or
- B. transfer temporarily to an available alternative position offered by the Superintendent for which the instructional staff member is qualified, and that has equivalent pay and benefits and that better accommodates the recurring periods of leave than the staff member's regular position.

The Superintendent will notify the staff member when the District intends to designate leave as FMLA-qualifying. Such notice may be given orally or in writing. When verbal notice is given, it will be followed by written notice within ten (10) business days. In the case of intermittent or reduced-leave schedule leave, only one (1) such notice is required unless the circumstances regarding the leave have changed. If the Superintendent does not have sufficient information about the reason for an employee's use of paid leave, the Superintendent may inquire further to ascertain whether the paid leave is FMLA-qualifying. Once the Superintendent learns that a paid leave is for an FMLA leave-qualifying reason, the Superintendent will promptly notify the staff member that the paid leave will count toward the staff member's twelve (12) week FMLA-leave entitlement.

In cases in which the Board employs both spouses, the total amount of FMLA leave is twelve (12) weeks for the couple, except when the leave is due to the serious health condition of either spouse or a child, or twenty-six (26) weeks of FMLA leave for Service Member Leave.

When FMLA leave is taken for the staff member's own serious health condition or to care for a spouse, parent or dependent child with a serious health condition (see C-1 and D-1 on page one), the staff member must provide medical certification from the healthcare provider of the eligible staff member or his/her immediate family member). When the staff member requests qualifying Service Member Leave, s/he must provide certification of a qualifying exigency or of the service member's serious illness. For service member leave, any certification permitted under 29 C.F.R. 825.310 shall be allowed.

The staff member may either:

- A. submit the completed medical certification to the Superintendent; or
- B. direct the healthcare provider to transfer the completed medical certification directly to the Superintendent, which will generally require the staff member to furnish the healthcare provider with a HIPAA-compliant authorization.

In the event the staff member fails to provide medical certification, any leave taken by the employee will not qualify for FMLA Leave/Service Member Family Leave.

When the need for FMLA leave is foreseeable and at least thirty (30) days notice has been provided, the staff member must provide the medical certification before the leave begins. When this is not possible, the employee must provide the requested certification to the Superintendent within fifteen (15) calendar days after the staff member requests FMLA leave unless it is not practicable under the circumstances to do so despite the staff member's diligent and good faith efforts.

Any dispute over eligibility for FMLA leave shall be discussed between the employee and Superintendent. The District shall be responsible for maintaining a record of those communications.

The Board reserves the right to obtain, at its expense, the opinion of a second healthcare provider and, in the event of conflict, the opinion of a third healthcare provider whose decision shall be binding and final. The staff member may either:

- A. submit the opinion of the second healthcare provider, and the opinion of the third healthcare provider if applicable, to the Superintendent; or
- B. direct the second or third healthcare provider to transfer his/her opinion directly to the Superintendent, which will generally require the staff member to furnish the healthcare provider with a HIPAA-compliant authorization.

In the event the staff member fails to provide the medical opinion of the second or third healthcare provider, if applicable, any leave taken by the employee will not qualify for FMLA leave.

A staff member who takes leave for his/her own serious health condition prior to returning to work, must provide the Superintendent with a statement from his/her healthcare provider that s/he is able to resume work.

Upon return from any FMLA leave, the Board will restore the staff member to his/her former position or to a position with equivalent employment benefits, pay and conditions of employment. During FMLA leave, the Board shall maintain the staff member's current coverage under the Board's group health insurance program on the same conditions as coverage would have been provided if the staff member had been continuously working during the leave period. If the staff member was paying all or part of the premium payments prior to going on FMLA leave, the staff member must continue to pay his/her share during the leave.

Any leave or return from leave during the last five (5) weeks of an academic term shall be reviewed individually by the Superintendent to minimize disruption to the students' program. Special rules under the FMLA may apply for instructional staff.

The staff member shall not accrue any sick leave, vacation, or other benefits during a period of unpaid FMLA leave.

The use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of the staff member's leave.

If the staff member fails to return to work at the end of the leave for reasons other than the continuation, recurrence, or onset of a serious health condition of the staff member or of the staff member's immediate family member, or for circumstances beyond the control of the staff member, the staff member shall reimburse the Board for the health insurance premiums paid by the Board during the unpaid FMLA leave period.

A staff member who fraudulently obtains FMLA leave is not protected by this policy's job restoration or maintenance of health benefits provisions.

The Superintendent shall prepare any guidelines that are appropriate for this policy and ensure that the policy is posted properly.

In any areas where discretion is allowed in the implementation of this policy or its guidelines for implementation, such discretion shall be exercised in a non-discriminatory manner. Similarly situated persons shall be treated similarly.

The Superintendent shall provide a copy of the policy to all staff members, and retain a record of how and when the policy was distributed. A notice of Rights and Obligations shall also be provided each time an employee requests FMLA leave or the District has sufficient information to believe that the employee may qualify for FMLA leave.

The approval, denial and administration of leave under this policy will be governed by the Family Medical Leave Act of 1993, as amended, and its published regulations, as applied and interpreted by the Superintendent.

29 U.S.C. 2601 et seq.

29 C.F.R. Part 825

P.L. 110-181, Sec. 585 – National Defense Authorization Act (January 28, 2008)

P.L. 111-84, Sec. 565 – National Defense Authorization Act (October 28, 2009)

Adopted 4/21/14

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Dexter Community Schools

Bylaws & Policies

3430.01 - FAMILY & MEDICAL LEAVES OF ABSENCE ("FMLA")

In accordance with Federal law, the Board of Education shall provide up to twelve (12) weeks of unpaid FMLA leave in any twelve (12) month period to eligible professional staff members for the following reasons:

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- B-1. the placement of a child with the staff member by way of adoption or foster care and/or to care for the child within one (1) year of the child's arrival
- C-1. the staff member is needed to care for a spouse, parent or dependent child if such individual has a serious health condition, or
- D-1. the staff member's own serious health condition prevents him/her from performing the functions of his/her position

Employee Entitlement to Service Member FMLA

Leave Entitlement

Service member FMLA provides eligible employees unpaid leave for one, or for a combination, of the following reasons:

- A-2. A "qualifying exigency" arising out of a covered family member's (spouse, son, daughter, or parent) covered active duty or call to covered active duty in the United States Armed Forces including the National Guard and Reserves. Qualifying exigencies, as defined by Federal regulations, include: 1) short-notice deployment; 2) military events and related activities; 3) childcare and school activities; 4) financial and legal arrangements; 5) counseling; 6) rest and recuperation (maximum fifteen (15) calendar days); 7) post-deployment activities; 8) caring for a military member's parent who is incapable of self-care when the care is necessitated by the member's covered active duty; and 9) additional activities not encompassed in the other categories, but agreed to by the employer and employee. Covered active duty means deployment with the Armed Forces to a foreign country.
- B-2. To care for a covered family member, including next of kin as provided in the statute, who has incurred an injury or illness or aggravation of a pre-existing illness or injury while in the line of duty while on covered active duty in the United States Armed Forces, including the National Guard and Reserves, provided that such injury or illness may render the family member medically unfit to perform duties of the member's office, grade, rank, or rating. Covered active duty means deployment with the Armed Forces to a foreign country. This leave is also available to care for veterans of the United States Armed Forces, including the National Guard and Reserves, provided the veteran was a service member at any time within the five (5) years prior to the start of the treatment, recuperation or therapy. In accordance with applicable regulations, a veteran's serious injury or illness incurred or aggravated in the line of active duty can also

be manifested by: 1) a physical or mental condition with a VA Service Disability Rating of 50% or greater and is the condition precipitating the need for leave; or 2) a physical or mental condition that substantially impairs the ability to secure or substantially follow a gainful occupation, or would do so absent treatment; or 3) an injury, including psychological, for which the veteran has been enrolled in the Dept. of V.A. Program of Comprehensive Assistance for Family Care Givers.

Duration of Service Member FMLA

- A. When leave is due to a "Qualifying Exigency": An eligible employee may take up to twelve (12) work weeks of leave during any twelve (12) month period. Such leave shall be counted with regular FMLA leave time in calculating the twelve (12) weeks of allowable leave.

- B. When leave is to care for an injured or ill service member: An eligible employee may take up to twenty-six (26) work weeks of leave during a single twelve (12) month period to care for the service member who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness. This is a one time benefit per service member. Leave to care for an injured or ill service member, when combined with other FMLA-qualifying leave, may not exceed twenty-six (26) weeks in a single twelve (12) month period.

- C. Service Member FMLA runs concurrent with other leave entitlements provided under Federal, State, and local law.

General FMLA Provisions

Professional staff members are "eligible" if they have worked for the Board for at least twelve (12) months, **and** for at least 1,250 hours over the twelve (12) months prior to the leave request. Service time may be aggregated when the break in service is less than seven (7) years for military obligation or subject to recall under a collective bargaining agreement. All full-time professional staff members are deemed to meet the 1,250 hour requirement. All periods of absence from work due to or necessitated by USERRA-covered service is counted in determining an employee's eligibility for FMLA leave.

Twelve (12) month period for determining hours worked and use of leave is defined as a rolling twelve (12) month period measured backward from the date the staff member uses FMLA leave (i.e. the "leave year" is specific to each individual staff member).

For Service Member FMLA leave, the use of the twenty-six (26) weeks of leave will be measured forward from the first date on which the employee takes leave.

Serious health condition is defined as an illness, injury, impairment, or physical or mental condition that involves:

- A. inpatient care, including any period of incapacity or any subsequent treatment in connection with such inpatient care; or

- B. continuing treatment by a healthcare provider, including:
 - 1. a period of incapacity of more than three (3) consecutive full calendar days and any subsequent treatment or period of incapacity relating to the same condition, that also involves either in person treatment two (2) or more times by a healthcare provider within thirty (30) days of the first date of incapacity absent extenuating circumstances beyond the employee's control, or in person treatment by a healthcare provider on at least one (1)

occasion which results in a regimen of continuing treatment under the supervision of a healthcare provider;

The first visit to the healthcare provider must occur within seven (7) days of the first date of incapacity.

2. any incapacity due to pregnancy or for prenatal care;
 3. any period of incapacity or treatment for such incapacity due to a chronic serious health condition;
 4. a period of incapacity which is permanent or long-term due to a condition for which treatment may not be effective;
 5. any period of absence to receive multiple treatments by a healthcare provider either for restorative surgery after an accident or other injury, or for a condition that would likely result in a period of incapacity of more than three (3) consecutive days in the absence of medical intervention or treatment, such as cancer (chemotherapy, radiation, etc.), severe arthritis (physical therapy), kidney disease (dialysis);
- C. conditions for which cosmetic treatment are administered are not "serious health conditions" unless inpatient hospital care is required or complications develop. Ordinarily, unless complications arise, the common cold, the flu, ear aches, upset stomachs, minor ulcers, headaches other than migraines, routine dental or orthodontia problems, periodontal disease, etc., are conditions that do not meet this definition and do not qualify for FMLA leave.

Whenever the leave is foreseeable, the staff member shall provide the Superintendent with thirty (30) days notice. If there is insufficient time to provide such notice because of unforeseeable events, the staff member shall provide such notice as soon as possible and practical, generally not later than the next business day after the employee realizes the need for leave. Failure to follow the leave notice requirements may result in delay of obtaining the leave. Employees will still be required to comply with the absence reporting procedures at their buildings.

When planning medical treatment, the staff member must consult with the Superintendent and make a reasonable effort to schedule the leave so as not to unduly disrupt the regular operation of the District, subject to the approval of the healthcare provider.

The Board shall require the staff member to substitute any of his/her earned or accrued paid vacation leave, personal leave or family leave (per the applicable collective bargaining agreement) for unpaid FMLA leave provided for the birth, adoption or foster care placement of a child, or qualifying exigency for a Service Member Family Leave (see A-1, B-1, and A-2 on page one).

The Board shall require the staff member to substitute any of his/her earned or accrued paid vacation, personal leave or sick leave (per the applicable collective bargaining agreement) for unpaid FMLA leave provided for the staff member's own serious health condition or to care for a spouse, parent or dependent child with a serious health condition (see C-1 and D-1 on page one and B-2 on page two).

If the staff member has not earned or accrued adequate paid leave to encompass the entire twelve (12) or twenty-six (26) week period of FMLA leave, any additional weeks of leave to which the staff member is entitled to shall be unpaid. Whenever a staff member uses paid leave for a qualifying leave under this policy, such leave will count towards the maximum allowable leave, the paid leave, and FMLA/Service Member Family leave to which the staff member is entitled will run concurrently.

The Superintendent may allow a staff member to take FMLA leave intermittently or on a reduced-leave schedule for the

birth, adoption or foster care placement of a child (see A-1 and B-1 on page one). A staff member may take FMLA leave on an intermittent or reduced-leave schedule when medically necessary for his/her own serious health condition or to care for a spouse, parent or dependent child with a serious health condition (see C-1 and D-1 on page one). The taking of such leave results in the total reduction of the twelve (12) weeks only by the amount of leave actually taken. Leave will be accounted for in increments no greater than the smallest increment used for other similar leaves, but in no event greater than one (1) hour increments. Leave entitlement will not be reduced by more than the amount of leave actually taken.

If the intermittent or reduced-leave schedule is foreseeable based on planned medical treatment, the Superintendent may require the staff member to transfer temporarily to an available alternative position which better accommodates recurring periods of leave. The alternative position shall have equivalent pay and benefits but not necessarily equivalent duties. Instructional staff members (i.e. individuals whose principal function is to teach and instruct students in a class, a small group, or an individual setting) who request intermittent leave or a reduced-leave schedule which would exceed twenty percent (20%) of the total number of working days over the period of anticipated leave must elect either to:

- A. take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or
- B. transfer temporarily to an available alternative position offered by the Superintendent for which the instructional staff member is qualified, and that has equivalent pay and benefits and that better accommodates the recurring periods of leave than the staff member's regular position.

The Superintendent will notify the staff member when the District intends to designate leave as FMLA-qualifying. Such notice may be given orally or in writing. When verbal notice is given, it will be followed by written notice within ten (10) business days. In the case of intermittent or reduced-leave schedule leave, only one (1) such notice is required unless the circumstances regarding the leave have changed. If the Superintendent does not have sufficient information about the reason for an employee's use of paid leave, the Superintendent may inquire further to ascertain whether the paid leave is FMLA-qualifying. Once the Superintendent learns that a paid leave is for an FMLA leave-qualifying reason, the Superintendent will promptly notify the staff member that the paid leave will count toward the staff member's twelve (12) week FMLA-leave entitlement.

In cases in which the Board employs both spouses, the total amount of FMLA leave is twelve (12) weeks for the couple, except when the leave is due to the serious health condition of either spouse or a child, or twenty-six (26) weeks of FMLA leave for Service Member Leave.

When FMLA leave is taken for the staff member's own serious health condition or to care for a spouse, parent or dependent child with a serious health condition (see C-1 and D-1 on page one), the staff member must provide medical certification from the healthcare provider of the eligible staff member or his/her immediate family member). When the staff member requests qualifying Service Member Leave, s/he must provide certification of a qualifying exigency or of the service member's serious illness. For service member leave, any certification permitted under 29 C.F.R. 825.310 shall be allowed.

The staff member may either:

- A. submit the completed medical certification to the Superintendent; or
- B. direct the healthcare provider to transfer the completed medical certification directly to the Superintendent, which will generally require the staff member to furnish the healthcare provider with a HIPAA-compliant authorization.

In the event the staff member fails to provide medical certification, any leave taken by the employee will not qualify for FMLA Leave/Service Member Family Leave.

When the need for FMLA leave is foreseeable and at least thirty (30) days notice has been provided, the staff member must provide the medical certification before the leave begins. When this is not possible, the employee must provide the requested certification to the Superintendent within fifteen (15) calendar days after the staff member requests FMLA leave unless it is not practicable under the circumstances to do so despite the staff member's diligent and good faith efforts.

Any dispute over eligibility for FMLA leave shall be discussed between the employee and Superintendent. The District shall be responsible for maintaining a record of those communications.

The Board reserves the right to obtain, at its expense, the opinion of a second healthcare provider and, in the event of conflict, the opinion of a third healthcare provider whose decision shall be binding and final. The staff member may either:

- A. submit the opinion of the second healthcare provider, and the opinion of the third healthcare provider if applicable, to the Superintendent; or
- B. direct the second or third healthcare provider to transfer his/her opinion directly to the Superintendent, which will generally require the staff member to furnish the healthcare provider with a HIPAA-compliant authorization.

In the event the staff member fails to provide the medical opinion of the second or third healthcare provider, if applicable, any leave taken by the employee will not qualify for FMLA leave.

A staff member who takes leave for his/her own serious health condition prior to returning to work, must provide the Superintendent with a statement from his/her healthcare provider that s/he is able to resume work.

Upon return from any FMLA leave, the Board will restore the staff member to his/her former position or to a position with equivalent employment benefits, pay and conditions of employment. During FMLA leave, the Board shall maintain the staff member's current coverage under the Board's group health insurance program on the same conditions as coverage would have been provided if the staff member had been continuously working during the leave period. If the staff member was paying all or part of the premium payments prior to going on FMLA leave, the staff member must continue to pay his/her share during the leave.

Any leave or return from leave during the last five (5) weeks of an academic term shall be reviewed individually by the Superintendent to minimize disruption to the students' program. Special rules under the FMLA may apply for instructional staff.

The staff member shall not accrue any sick leave, vacation, or other benefits during a period of unpaid FMLA leave.

The use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of the staff member's leave.

If the staff member fails to return to work at the end of the leave for reasons other than the continuation, recurrence, or onset of a serious health condition of the staff member or of the staff member's immediate family member, or for circumstances beyond the control of the staff member, the staff member shall reimburse the Board for the health insurance premiums paid by the Board during the unpaid FMLA leave period.

A staff member who fraudulently obtains FMLA leave is not protected by this policy's job restoration or maintenance of health benefits provisions.

The Superintendent shall prepare any guidelines that are appropriate for this policy and ensure that the policy is posted properly.

In any areas where discretion is allowed in the implementation of this policy or its guidelines for implementation, such discretion shall be exercised in a non-discriminatory manner. Similarly situated persons shall be treated similarly.

The Superintendent shall provide a copy of the policy to all staff members, and retain a record of how and when the policy was distributed. A notice of Rights and Obligations shall also be provided each time an employee requests FMLA leave or the District has sufficient information to believe that the employee may qualify for FMLA leave.

The approval, denial and administration of leave under this policy will be governed by the Family Medical Leave Act of 1993, as amended, and its published regulations, as applied and interpreted by the Superintendent.

29 U.S.C. 2601 et seq.

29 C.F.R. Part 825

P.L. 110-181, Sec. 585 – National Defense Authorization Act (January 28, 2008)

P.L. 111-84, Sec. 565 – National Defense Authorization Act (October 28, 2009)

Revised 9/22/08
Revised 2/2/09
Revised 2/16/10
Revised 7/6/10
Revised 4/21/14

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Dexter Community Schools

Bylaws & Policies

4430.01 - FAMILY & MEDICAL LEAVES OF ABSENCE ("FMLA")

In accordance with Federal law, the Board of Education shall provide up to twelve (12) weeks of unpaid FMLA leave in any twelve (12) month period to eligible support staff members for the following reasons:

- A-1. the birth of a child and/or the care of a newborn child within one (1) year of the child's birth
- B-1. the placement of a child with the staff member by way of adoption or foster care and/or to care for the child within one (1) year of the child's arrival
- C-1. the staff member is needed to care for a spouse, parent or dependent child if such individual has a serious health condition, or
- D-1. the staff member's own serious health condition prevents him/her from performing the functions of his/her position

Employee Entitlement to Service Member FMLA

Leave Entitlement

Service member FMLA provides eligible employees unpaid leave for one, or for a combination, of the following reasons:

- A-2. A "qualifying exigency" arising out of a covered family member's (spouse, son, daughter, or parent) covered active duty or call to covered active duty in the United States Armed Forces including the National Guard and Reserves. Qualifying exigencies, as defined by Federal regulations, include: 1) short-notice deployment; 2) military events and related activities; 3) childcare and school activities; 4) financial and legal arrangements; 5) counseling; 6) rest and recuperation (maximum fifteen (15) calendar days); 7) post-deployment activities; 8) caring for a military member's parent who is incapable of self-care when the care is necessitated by the member's covered active duty; and 9) additional activities not encompassed in the other categories, but agreed to by the employer and employee. Covered active duty means deployment with the Armed Forces to a foreign country.
- B-2. To care for a covered family member, including next of kin as provided in the statute, who has incurred an injury or illness or aggravation of a pre-existing illness or injury while in the line of duty while on covered active duty in the United States Armed Forces, including the National Guard and Reserves, provided that such injury or illness may render the family member medically unfit to perform duties of the member's office, grade, rank, or rating. Covered active duty means deployment with the Armed Forces to a foreign country. This leave is also available to care for veterans of the United States Armed Forces, including the National Guard and Reserves, provided the veteran was a service member at any time within the five (5) years prior to the start of the treatment, recuperation or therapy. In accordance with applicable regulations, a veteran's serious injury or illness incurred or aggravated in the line of active duty can also

be manifested by: 1) a physical or mental condition with a VA Service Disability Rating of 50% or greater and is the condition precipitating the need for leave; or 2) a physical or mental condition that substantially impairs the ability to secure or substantially follow a gainful occupation, or would do so absent treatment; or 3) an injury, including psychological, for which the veteran has been enrolled in the Dept. of V.A. Program of Comprehensive Assistance for Family Care Givers.

Duration of Service Member FMLA

- A. When leave is due to a "Qualifying Exigency": An eligible employee may take up to twelve (12) work weeks of leave during any twelve (12) month period. Such leave shall be counted with regular FMLA leave time in calculating the twelve (12) weeks of allowable leave.

- B. When leave is to care for an injured or ill service member: An eligible employee may take up to twenty-six (26) work weeks of leave during a single twelve (12) month period to care for the service member who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness. This is a one time benefit per service member. Leave to care for an injured or ill service member, when combined with other FMLA-qualifying leave, may not exceed twenty-six (26) weeks in a single twelve (12) month period.

- C. Service Member FMLA runs concurrent with other leave entitlements provided under Federal, State, and local law.

General FMLA Provisions

Staff members are "eligible" if they have worked for the Board for at least twelve (12) months, **and** for at least 1,250 hours over the twelve (12) months prior to the leave request. Service time may be aggregated when the break in service is less than seven (7) years for military obligation or subject to recall under a collective bargaining agreement. All periods of absence from work due to or necessitated by USERRA-covered service is counted in determining an employee's eligibility for FMLA leave.

Twelve (12) month period for determining hours worked and use of leave is defined as a rolling twelve (12) month period measured backward from the date the staff member uses FMLA leave (i.e. the "leave year" is specific to each individual staff member).

For Service Member FMLA leave, the use of the twenty-six (26) weeks of leave will be measured forward from the first date on which the employee takes leave.

Serious health condition is defined as an illness, injury, impairment, or physical or mental condition that involves:

- A. inpatient care, including any period of incapacity or any subsequent treatment in connection with such inpatient care; or

- B. continuing treatment by a healthcare provider, including:
 - 1. a period of incapacity of more than three (3) consecutive full calendar days and any subsequent treatment or period of incapacity relating to the same condition, that also involves either in person treatment two (2) or more times by a healthcare provider within thirty (30) days of the first date of incapacity absent extenuating circumstances beyond the employee's control, or in person treatment by a healthcare provider on at least one (1)

occasion which results in a regimen of continuing treatment under the supervision of a healthcare provider;

The first visit to the healthcare provider must occur within seven (7) days of the first date of incapacity.

2. any incapacity due to pregnancy or for prenatal care;
 3. any period of incapacity or treatment for such incapacity due to a chronic serious health condition;
 4. a period of incapacity which is permanent or long-term due to a condition for which treatment may not be effective;
 5. any period of absence to receive multiple treatments by a healthcare provider either for restorative surgery after an accident or other injury, or for a condition that would likely result in a period of incapacity of more than three (3) consecutive days in the absence of medical intervention or treatment, such as cancer (chemotherapy, radiation, etc.), severe arthritis (physical therapy), kidney disease (dialysis);
- C. conditions for which cosmetic treatment are administered are not "serious health conditions" unless inpatient hospital care is required or complications develop. Ordinarily, unless complications arise, the common cold, the flu, ear aches, upset stomachs, minor ulcers, headaches other than migraines, routine dental or orthodontia problems, periodontal disease, etc., are conditions that do not meet this definition and do not qualify for FMLA leave.

Whenever the leave is foreseeable, the staff member shall provide the Superintendent with thirty (30) days notice. If there is insufficient time to provide such notice because of unforeseeable events, the staff member shall provide such notice as soon as possible and practical, generally not later than the next business day after the employee realizes the need for leave. Failure to follow the leave notice requirements may result in delay of obtaining the leave. Employees will still be required to comply with the absence reporting procedures at their buildings.

When planning medical treatment, the staff member must consult with the Superintendent and make a reasonable effort to schedule the leave so as not to unduly disrupt the regular operation of the District, subject to the approval of the healthcare provider.

The Board shall require the staff member to substitute any of his/her earned or accrued paid vacation leave, personal leave or family leave (per the applicable collective bargaining agreement) for unpaid FMLA leave provided for the birth, adoption or foster care placement of a child, or qualifying exigency for a Service Member Family Leave (see A-1 B-1, and A-2 on page one).

The Board shall require the staff member to substitute any of his/her earned or accrued paid vacation, personal leave or sick leave (per the applicable collective bargaining agreement) for unpaid FMLA leave provided for the staff member's own serious health condition or to care for a spouse, parent or dependent child with a serious health condition (see C-1 and D-1 on page one and B-2 on page two).

If the staff member has not earned or accrued adequate paid leave to encompass the entire twelve (12) or twenty-six (26) week period of FMLA leave, any additional weeks of leave to which the staff member is entitled to shall be unpaid. Whenever a staff member uses paid leave for a qualifying leave under this policy, such leave will count towards the maximum allowable leave, the paid leave, and FMLA/Service Member Family leave to which the staff member is entitled will run concurrently.

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birth, adoption or foster care placement of a child (see A-1 and B-1 on page one). A staff member may take FMLA leave on an intermittent or reduced-leave schedule when medically necessary for his/her own serious health condition or to care for a spouse, parent or dependent child with a serious health condition (see C-1 and D-1 on page one). The taking of such leave results in the total reduction of the twelve (12) weeks only by the amount of leave actually taken. Leave will be accounted for in increments no greater than the smallest increment used for other similar leaves, but in no event greater than one (1) hour increments. Leave entitlement will not be reduced by more than the amount of leave actually taken.

If the intermittent or reduced-leave schedule is foreseeable based on planned medical treatment, the Superintendent may require the staff member to transfer temporarily to an available alternative position which better accommodates recurring periods of leave. The alternative position shall have equivalent pay and benefits but not necessarily equivalent duties.

The Superintendent will notify the staff member when the District intends to designate leave as FMLA-qualifying. Such notice may be given orally or in writing. When verbal notice is given, it will be followed by written notice within ten (10) business days. In the case of intermittent or reduced-leave schedule leave, only one (1) such notice is required unless the circumstances regarding the leave have changed. If the Superintendent does not have sufficient information about the reason for an employee's use of paid leave, the Superintendent may inquire further to ascertain whether the paid leave is FMLA-qualifying. Once the Superintendent learns that a paid leave is for an FMLA leave-qualifying reason, the Superintendent will promptly notify the staff member that the paid leave will count toward the staff member's twelve (12) week FMLA-leave entitlement.

In cases in which the Board employs both spouses, the total amount of FMLA leave is twelve (12) weeks for the couple, except when the leave is due to the serious health condition of either spouse or a child, or twenty-six (26) weeks of FMLA leave for Service Member Leave.

When FMLA leave is taken for the staff member's own serious health condition or to care for a spouse, parent or dependent child with a serious health condition (see C-1 and D-1 on page one), the staff member must provide medical certification from the healthcare provider of the eligible staff member or his/her immediate family member. When the staff member requests qualifying Service Member Leave, s/he must provide certification of a qualifying exigency or of the service member's serious illness. For service member leave, any certification permitted under 29 C.F.R. 825.310 shall be allowed.

The staff member may either:

- A. submit the completed medical certification to the Superintendent or his/her designee; or
- B. direct the healthcare provider to transfer the completed medical certification directly to the Superintendent, which will generally require the staff member to furnish the healthcare provider with a HIPAA-compliant authorization.

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directly to the Superintendent, which will generally require the staff member to furnish the healthcare provider with a HIPAA-compliant authorization.

In the event that the staff member fails to provide the medical opinion of the second or third healthcare provider, if applicable, any leave taken by the employee will not qualify for FMLA leave.

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The staff member shall not accrue any sick leave, vacation, or other benefits during a period of unpaid FMLA leave.

The use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of the staff member's leave.

If the staff member fails to return to work at the end of the leave for reasons other than the continuation, recurrence, or onset of a serious health condition of the staff member or of the staff member's immediate family member, or for circumstances beyond the control of the staff member, the staff member shall reimburse the Board for the health insurance premiums paid by the Board during the unpaid FMLA leave period.

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29 U.S.C. 2601 et seq.

29 C.F.R. Part 825

P.L. 110-181, Sec. 585 – National Defense Authorization Act (January 28, 2008)

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Revised 9/22/08

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Revised 4/21/14

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STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

RICK SNYDER
GOVERNOR

BRIAN J. WHISTON
STATE SUPERINTENDENT

January 20, 2016

GRANT AWARD NOTIFICATION

Dr. Chris Timmis, Superintendent
Dexter Community School District
7714 Ann Arbor Street
Dexter, MI 48130

Dear Dr. Timmis:

I am pleased to inform you that Dexter Community School District has been awarded an initial grant award of \$39,930 for the Targeted Literacy Instruction and Interventions grant. Funding for the Targeted Literacy Instruction and Interventions grant has been authorized by Section 35(a)6 of the State School Aid Act, P.A. 85 of 2015. This grant has been awarded to assist districts with the cost of additional instructional time to those pupils in grades K-3 who have been identified by using Michigan Department of Education-approved screening and diagnostic tools as needing additional supports and interventions in order to be reading at grade level by the end of grade 3.

A Grant Award Notification is enclosed, which includes the dates of fiscal obligation. Acceptance of this award obligates the district to carry out the program in accordance with the approved application.

Congratulations on receiving the Targeted Literacy Instruction and Interventions grant. Questions regarding this Grant Award Notification may be directed to Brandy Archer, Office of Education Improvement and Innovation at archerb2@michigan.gov or 517-241-4466.

Sincerely,

Brian J. Whiston
State Superintendent

Enclosure

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