

BOARD PACKET

February 12, 2018



Our Vision:
Champion Learning –
Develop, Educate, and Inspire!

BOARD MEETING AGENDA

- A. ROLL CALL
- B. MEETING MINUTES (2-8-2018)
- C. APPROVAL OF AGENDA
- D. SCHOOL PRESENTATIONS
 - 1. Mill Creek Ensemble Performance
- 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 – New Hires
- I. **ACTION ITEMS**
 - 1. Authorize Funds to Purchase Pre-Calculus Textbooks
 - 2. Approve Bond Budget
 - 3. Bid Package 5
 - 4. Bid Package 5 – Plumbing & Piping
- J. **DISCUSSION ITEMS**
 - 1. Mill Creek New Course Proposals
 - 2. MASB Board of Directors Election
- K. **PUBLIC PARTICIPATION:** *See Policy 0167.3*
- L. **BOARD COMMENTS**
- M. **INFORMATION ITEMS**
- N. **CLOSED SESSION**
 - 1. Superintendent Evaluation

CALENDAR

- *Thursday, February 22nd – 5:00pm
Facilities (Copeland)
- *Monday, February 26th – 7:00pm
Board Meeting (Creekside)
- *Thursday, March 15th – 5:00pm
Facilities (Copeland)
- *Monday, March 19th – 7:00pm
Board Meeting (Creekside)
- *Thursday, March 22nd – 6:30pm
Early Literacy Presentation
(Vogel Room/WISD)
- *March 26th – 30th – Spring Break

BOARD NOTES
FEBRUARY 12, 2018

A. ROLL CALL

B. MEETING MINUTES (2/8/2018)

C. APPROVAL OF AGENDA

1. 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 might be, "I move that the agenda be approved as presented/amended."

D. SCHOOL PRESENTATIONS

1. Mill Creek Ensemble Performance.

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 – New Hires. Your packet contains resumes and recommendation letters to hire Brian Schuler as Director of Facilities and hire David Teddy as Community Education Director.

* An appropriate resolution might be, "I move that the Board of Education approve the hires of Brian Schuler as Director of Facilities and David Teddy as Director of Community Education."

I. ACTION ITEMS

1. Authorize Funds to Purchase Pre-Calculus Textbooks. On May 22, 2017, the Dexter Community Schools Board of Education approved the purchase of Pre-Calculus, Calculus and AP Statistics resources for Dexter High School totaling \$38,396.58. With the allocated funds, we purchased a classroom set of instructional materials for each teacher, hardcover textbooks for check out in the high school media center, and digital resources for each student enrolled in those courses. After conferring with the high school math department chairperson, it was determined that an additional thirty hardcover books are needed for Pre-Calculus students. Since all of the allocated funds for Pre-Calculus resources were spent, we are requesting additional funds of \$4,050.00 be allocated for the purchase of thirty more hardcover Pre-Calculus textbooks.

* An appropriate motion might be, "I move that the Board of Education authorize the purchase of thirty copies of Pre-Calculus with Limits, at a total cost not to exceed \$4,050.00."

BOARD NOTES
FEBRUARY 12, 2018

2. Approve Bond Budget. Your packet includes a memo from Superintendent Chris Timmis and CFO Sharon Raschke regarding the 2017 Bond Capital Projects Fund Budget Adoption. This includes the recommended budget and was reviewed by the facilities committee at their February 8, 2018 meeting. This item is presented for action tonight.

* An appropriate motion might be, "I move that the Board of Education adopt the attached 2017 Capital Projects Fund Budget as recommended by the facilities committee."

3. Bid Package 5. Your packet includes a draft recommendation letter and bid tabulation for Bid Package No. 5 – Concrete Slabs (Category 01-03-02), General Trades (Category 01-06-01), Roofing & Metal Roofing (Category 01-07-01), Aluminum, Glass & Glazing (Category 01-12-01), Drywall & Acoustical (Category 01-09-01), Resilient & Soft Flooring (Category 01-09-02), Hard Tile & Terrazzo Tile (Category 01-09-03), Painting (Category 01-09-04), Lockers (Category 01-10-01), Food Service Equipment (Category 01-11-01), Gymnasium & Athletic Equipment (Category 01-11-02), Casework (Category 01-12-01), Fire Suppression (Category 01-21-01), HVAC (Category 01-23-02), Electrical (Category 01-26-01), Asphalt Paving & Markings (Category 01-32-01), Site Concrete (Category 01-32-02), Fencing (Category 01-32-03), and Landscape & Irrigation (Category 01-32-04). A final version of the recommendation letter will be shared at the meeting and posted online when complete.

* An appropriate motion might be, "I move that the Board of Education award the contracts for Bid Package Number 5: Concrete Slabs, General Trades, Roofing & Metal Roofing, Aluminum, Glass & Glazing, Drywall & Acoustical, Resilient & Soft Flooring, Hard Tile & Terrazzo Tile, Painting, Lockers, Food Service Equipment, Gymnasium & Athletic Equipment, Casework, Fire Suppression, HVAC, Electrical, Asphalt Paving & Markings, Site Concrete, Fencing, and Landscape & Irrigation as shown in the attached recommendation letter dated February 8, 2018 and assign them to Granger for management."

4. Bid Package 5 – Plumbing & Piping. Your packet includes a draft recommendation letter and bid tabulation for Bid Package No. 5 – Plumbing & Piping (Category 01-22-01).

* An appropriate motion might be, "I move that the Board of Education award the contract for Bid Package No. 5 – Plumbing & Piping to John Darr Mechanical as shown in the attached recommendation letter dated February 8, 2018 and assign it to Granger for management."

J. DISCUSSION ITEMS

1. Mill Creek Course Proposals. Your packet includes proposals for two new Mill Creek course proposals from Principal Jami Bronson. These include *Community Announcements* and *Our Human Journey: Geographic (DNA) Diversity*. This item is for discussion purposes only and will be placed as an action item on the February 26th board meeting agenda.

BOARD NOTES
FEBRUARY 12, 2018

2. MASB Board of Directors Election. Your packet includes a memo from MASB regarding the 2018 Board of Directors Official Ballot with candidate names and biographies. Boards of Education must vote for their candidate between January 26, 2018 and March 7, 2018. This item is presented for discussion purposes this evening. The Board must select a candidate no later than the February 26th meeting.

- K. PUBLIC PARTICIPATION:** *See Policy 0167.3 for details.*

- L. BOARD COMMENTS**

- M. INFORMATION ITEMS**

- N. CLOSED SESSION**
 1. Superintendent Evaluation



DEXTER COMMUNITY SCHOOLS

Barb Santo, Executive Director of Human Resources

7714 Ann Arbor Street, Dexter, Michigan 48130

(734) 424-4100 ext.1031 fax (734) 424-4108

santob@dexterschools.org

January 30, 2018

Dear Dr. Timmis and Board of Education,

Dexter Community Schools would like to recommend Brian Schuler for the Director of Facilities position. Mr. Schuler has acted as interim director since November, 2017 and previously worked as the Assistant Director of Facilities.

Mr. Schuler has a wealth of experience with Dexter Community Schools and has worked in the Buildings and Grounds department in various roles since 2001. His references referred to him as "attentive to detail", "extremely responsive" and "knows the buildings, district and community". His long-term district experience gives him a unique perspective on department needs as well as valuable working relationships with staff and the community.

Mr. Schuler comes highly recommended and will be an exceptional addition to the Dexter Community Schools leadership team.

Sincerely,

Barb Santo
Executive Director of Human Resources

Brian Schuler

(contact info redacted)

OBJECTIVE

To acquire Facility Director position

COMPETENCIES

- Self-motivated with ability to take initiative and work independently without direct supervision
- Team player with good interpersonal and judgement skills and positive attitude
- Supervisory experience
- Experience and knowledge of operation, upkeep and maintenance of various tools
- Experience and knowledge of operation, upkeep and maintenance of various equipment and accessories
- Experience and knowledge of operation, upkeep and maintenance of various facility systems
- Excellent organizational, problem solving and communication skills
- CPO Pool Certified
- Ability to maintain tact and diplomacy in all situations and emergencies
- Interpersonal and judgement skills necessary to work effectively with coworkers, supervisors and public
- Good work ethic and personal satisfaction from quality work and performance

EDUCATION

Michigan Center – June 1989 Graduate
Michigan Center, Michigan 49254

WORK EXPERIENCE

Dexter Community School District 2001-Present
Dexter, MI 48130

Interim Director of Facilities 11/17-Present
Responsible for supervising custodial, maintenance and grounds employees. Approve employee payroll. Approve requests for time off while adhering to the union contract. Identifying, interviewing and hiring new employees. Schedule needed inspections to adhere to state law requirements. Identify and schedule proper custodial coverage for after hours and weekend activities. Identify the need for training and identify and schedule the appropriate personnel to attend sessions and obtain proper certification.

Assistant Director of Facilities 2015-Present
Responsible for supervising and training maintenance and grounds employees. Maintain working relationships and negotiate business plans with multiple contractors. Plan and schedule preventative and general maintenance of facility equipment in multiple buildings. Responsible for maintaining S2 system including scheduling for lock/unlock door times. Creatively plan and contain spending while assisting in the management of a continually tightening budget.

Maintenance Technician 2007-2015

Responsible for overseeing all maintenance, repair and proper operation of all building systems, physical structures and equipment. Primary responsibility of two school buildings with an additional nine buildings and two pools in rotation with the maintenance team. Maintain professional relationships and communications with coworkers, students and community. Negotiate contract renewals and change of Health Benefits and assist with grievance process as Union steward.

Groundsperson

2002-2007

Responsible for maintenance and upkeep of large public outdoor spaces in a school environment. Campus includes six schools and five additional school facilities as well as two pools and numerous athletic fields. Maintain professional relationships and communications with coworkers, students and community. Negotiate contract renewals and assist with grievance process as Union steward.

Custodian

2001-2002

Responsible for cleaning and maintaining school buildings to provide a sanitary, safe, orderly and attractive setting for staff, students and community. Maintain professional relationships and communications with coworkers, students and community. Negotiate contract renewals as Union steward.

Xact Products

1992-2001

Brooklyn, MI

Plant Supervisor, 2nd Shift

1995-2001

Responsible for supervision of approximately 25 employees and the day-to-day operations in all departments: Punch, Press, Secondary, 4-Slide, Shipping/Receiving, Quality Control and Tool Room. 4-Slide Supervisor, 4-Slide Leader operating Surface Grinder, Mill, Drill Press and saws. 4-Slide OP/Set-up. Included customer service and human resources duties and responsibilities.

Operator

1992-1995

Various duties and responsibilities: 4-Slide OP/Set-up, Material Handler, Surface Grinder, Drill Press, Mill and other miscellaneous items.



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santob@dexterschools.org

January 30, 2018

Dear Dr. Timmis and Board of Education,

Dexter Community Schools would like to recommend David Teddy for the Director of Community Education position. Mr. Teddy has acted as interim director since July, 2017. David comes to us with a wealth of experience in prior roles as an educator and coach.

Mr. Teddy previously taught at Dexter High School. He has been actively involved in professional development opportunities focusing on leadership as well as an active member of district and community committees and organizations. He earned a Bachelor of Science degree from Central Michigan University, a Master of Arts in Education degree from University of Phoenix and a Master of Arts in Educational Leadership degree from Eastern Michigan University.

Mr. Teddy comes highly recommended and will be an exceptional addition to the Dexter Community Schools leadership team.

Sincerely,

Barb Santo
Executive Director of Human Resources

David K. Teddy

contact info redacted

EDUCATION:

Eastern Michigan University - Ypsilanti, MI
Master of Arts in Educational Leadership

University of Phoenix - Lone Tree, CO
Master of Arts in Education - Curriculum and Instruction
Graduated May 2007

Central Michigan University - Mt. Pleasant, MI
B.S. in Education - Major: School Health Education - Minor: Earth Science
Graduated May 1998

EMPLOYMENT:

Dexter Community Schools - Dexter, MI *Aug 07-present*
Dexter High School, Mill Creek Middle School
IB Sport, Exercise & Health Science/Earth Science/Health Educator - Football Coach

- "Leadership Institute" training, facilitator Nancy Colflesh, Ph.D.
- International Baccalaureate Sport, Exercise & Health Science Educator
- Co-Chair of Dexter Community Schools Reproductive Health Advisory Committee (2012-present), responsible for administration of district reproductive health curriculum (member since 2008)
- member of Teacher Evaluation Network (TEN), county committee examining teacher evaluation policy and best practices
- member of School Improvement Team (2014-2015), assisting in preparation of AdvancEd accreditation
- member of high school Scheduling Task Force Committee, master schedule building training and experience
- member of the High School Readiness Team, leadership role in planning "Move-Up Day" 2016
- member of the Regional Health Steering Committee 2015-2016
- member of SRSly Dexter
- member of Dexter-Pinckney Coalition to Reduce Underage Drinking
- Football Coach, various levels 2008-2016

Cherry Creek School District - Greenwood Village, CO *Jan 03-Aug 07*
West Middle School (*Nationally recognized School of Excellence*)
Science & Health Educator

- faculty advisor for "Wolverines" (*outdoor adventure and character club*)
- "Building Council" representative (*decision-making group for building policy*) and other committees

Athletic Director - Health Educator - Athletic Coach

- management & administration of 7th-12th grade athletics
- recruit, hire, supervise, mentor & evaluate athletic coaches
- conflict management with district parents
- organize, manage, & schedule events, event supervision & transportation
- implemented revisions to school athletic code
- enforcement of school, league & state athletic policies
- develop & manage activities & athletic budget, inventory & purchasing
- represented school district in conference & state meetings
- facility medical emergency coordinator
- 7th & 9th grade Health educator
- 11th & 12th grade Athletic Training, First Aid/CPR, & Physical Therapy educator
- football, baseball, & power-lifting coach (*various levels*)

PROFESSIONAL DEVELOPMENT:

- Leadership Institute
- International Baccalaureate
- master schedule building training
- WISD Reading Apprenticeship training
- Google Apps for Education
- Data Director
- Computers for Teachers (*C4T*)
- Understanding By Design (*UBD*)
- Advancement Via Individual Determination (*AVID*)
- HIV/ AIDS teaching certification
- Developing Intentionality in Sexuality Education training
- sexual assault/harassment & stalking prevention & awareness training
- alcohol, tobacco, drugs, nutrition, physical activity module training (*Michigan Model to Comprehensive School Health Education*)
- impaired driving effective action strategies training

ADDITIONAL COMPETENCIES AND RELEVANT EXPERIENCES:

- working with adult learners
- professional learning communities
- master schedule building
- teaming
- peer observations
- collaborative achievement teams
- curriculum mapping
- horizontal & vertical curriculum alignment
- data-driven instruction
- assessments of/for learning
- common assessments
- differentiation
- student-lead conferences
- discipline with love & logic
- experience working in nationally recognized schools of excellence

Dexter Community Schools
Board of Education
Executive Summary and Recommendation

Purpose: Purchase additional Pre-Calculus hardcover books for students at Dexter High School.

Explanation: On May 22, 2017, the Dexter Community Schools Board of Education approved the purchase of Pre-Calculus, Calculus and AP Statistics resources for Dexter High School totaling \$38,396.58. With the allocated funds, we purchased a classroom set of instructional materials for each teacher, hardcover textbooks for check out in the high school media center, and digital resources for each student enrolled in those courses. A suggestion was made at the September 25, 2017 Board of Education meeting that additional hardcover books were needed for students to accompany the digital resources. After conferring with the high school math department chairperson, it was determined that an additional 30 hardcover books were needed for Pre-Calculus students. Since all of the allocated funds for Pre-Calculus resources were spent, we are requesting additional funds be allocated for the purchase of 30 more hardcover Pre-Calculus textbooks.

Recommendation:

The math and instructional departments are recommending an allocation of \$4,050.00 for the purchase of 30 additional copies of the Pre-Calculus textbook.

- Pre-Calculus with Limits: A Graphing Approach (Larson 7th Edition) **\$4,050.00**
- Shipping/Handling **FREE**

Total Expenses: **\$4,050.00**



Confidential Price Quote (2695872)

9/27/2017

Pricing on this Proposal Guaranteed: **9/15/2018**

Presented To: Mollie Sharrar (734) 424-4240 x7002, sharrarm@dexterschools.org

Prepared By: Karen Everts, (517) 896-3473, karen.everts@cengage.com

SHIP TO: Dexter High School
Mollie Sharrar
2200 N Parker Rd
Dexter, MI 48130
USA

BILL TO: Dexter High School
Mollie Sharrar
2200 N Parker Rd
Dexter, MI 48130
USA

Cengage Learning
ATTN: Order Fulfillment
10650 Toebben Drive
Independence, KY 41051
(800) 354-9706
Fax: (800) 487-8488
SchoolCustomerService@Cengage.com

Quoted Products: Pre Calc

Qty	Product	Price	Quoted Price	Total
30	Precalculus with Limits : A Graphing Approach Larson 7th Edition [STM, 2016] 9781305071711 / 1305071719	\$135.00	\$135.00	\$4,050.00

Sub-Total: \$4,050.00
+ Estimated Shipping and/or Process Fee: \$0.00

TOTAL: \$4,050.00

Tax and freight charges will be applied to invoice where applicable.
Please attach a copy of the quote to the Purchase Order.

Thank you for your interest in Cengage Learning products.

All information embodied in this document is strictly confidential and may not be duplicated or disclosed to third parties outside recipient's organization without prior written consent of Cengage Learning.

TO: Facilities Committee

FROM: Chris Timmis, Superintendent
Sharon Raschke, CFO

DATE: February 8, 2018

RE: 2017 Bond Capital Projects Fund Budget Adoption

The 2017 Bond Capital Projects Fund budget is being presented to the Facilities Committee for discussion. The budget was prepared using the treasury application and the previously negotiated construction responsibilities included in the contracts with Granger Construction and TMP Architects. The budget creates our baseline.

Attachment A is the portion of the 2017 Capital Projects Fund that is being managed by Granger Construction. Per the previous discussions with the Facilities Committee, Project #15 was created as an unallocated owner's reserve. The initial balance was generated by moving all but a minimal \$1,000 from projects 11-14. When completed projects are favorable to budget, the balance will be moved to Project #15. Per the Change order Process, if a project or project change is expected to exceed the approved budget (For example, Project #05, Series 1 budget), the Construction Manager prepares the request, submits the request to the Superintendent (or designee) for review, the Facilities Committee discusses and recommends the change order and how the amount should be funded, and the Board of Education discusses and approves the budget amendment and change order. Project #15 may be one source of funds for an objective budget need. Progress for the construction components will be reported by Granger Construction in its monthly reports.

Attachment B is the overall 2017 Capital Projects Fund. Included in the recommended budget are two requests for the allocation of funds:

- 1) The Furnishings, Fixtures, and Equipment (FF&E) plan did not include any funds for replacing food services equipment. It is our recommendation that \$350,000 be allocated for Food Services FF&E. Most of our existing kitchen equipment was purchased with the 1998 bond or the Food Services general operating reserves. In addition, the lunch tables at DHS are 16 years old. Of the reallocated funds, \$100,000 will be used to purchase new lunch tables at DHS. The remaining \$250,000 will provide a capital budget for the next 5 years for replacing Food Services kitchen equipment as it reaches the end of useful life. The spending of this allocation would be at the recommendation of our Food & Nutrition Director and approved by Chris or Sharon.
- 2) The remodeling budget plan did not include any funds for replacing unanticipated facility infrastructure. Most districts have a Sinking Fund that provides an annual capital

expenditure budget for facility needs that arise. It would be appropriate to provide a capital budget for the next 5 years for major equipment or facility needs that are not otherwise planned for in the bond. The requirements of bond fund expenditures would still apply, but this would provide the ability to use bond funds instead of general operating funds for major facility needs. An appropriate allocation would be \$600,000. The spending of this allocation would be at the recommendation of our Facility Director and approved by Chris or Sharon.

Once the Board has approved the budget, administration will have authority to execute the planned objectives of the 2017 Bond. Of course all purchases will be made in accordance with Board Policy and school law.

This is being presented to you for discussion. It is the recommendation of administration that the attached 2017 Capital Projects Fund budgets be recommended by the Facilities Committee. If approved, it will be presented to the Board of Education for adoption.



Dexter Community Schools 2017 Bond - Budget Report

Projected Total Cost Summary

Description of Work	Series 1 (Phase 1-3)		Series 2 (Phase 4)
	Column 1	Original Budget	Column 1
Construction Costs			
Project #01: New Elementary School	\$ 21,871,604	\$ 21,871,604	\$ -
Project #02: Cornerstone Elementary School	\$ 1,628,981	\$ 1,628,981	\$ -
Project #03: Wylie Elementary School	\$ 3,236,902	\$ 1,780,799	\$ 1,456,103
Project #04: Creekside Intermediate School	\$ 4,498,653	\$ 1,195,813	\$ 3,302,840
Project #05: Mill Creek Middle School	\$ 5,024,640	\$ 3,292,280	\$ 1,732,360
Project #06: Dexter High School	\$ 8,710,776	\$ 6,266,605	\$ 2,444,171
Project #07: Alternative Education	\$ 158,258	\$ 158,258	\$ -
Project #08: Bates Early Elementary	\$ 586,113	\$ 118,323	\$ 467,790
Project #09: Jenkins Early Childhood Center	\$ 616,713	\$ 319,422	\$ 297,291
Project #10: Copeland Administration Building	\$ 552,422	\$ 209,039	\$ 343,383
Project #11: Transportation Building	\$ 1,000	\$ -	\$ 1,000
Project #12: Proctor House	\$ 1,000	\$ -	\$ 1,000
Project #13: Naylor House	\$ 1,000	\$ -	\$ 1,000
Project #14: Avery House	\$ 1,000	\$ -	\$ 1,000
Project #15: Owner's Construction Reserve	\$ 131,270	\$ 65,635	\$ 65,635
General Conditions Costs	\$ 912,158	\$ 716,690	\$ 195,468
Construction Manager Services	\$ 2,966,611	\$ 2,330,891	\$ 635,720
SUBTOTAL CM Responsibility	\$ 50,899,101	\$ 39,954,339	\$ 10,944,762
Project #07: Alternative Education	\$ 633,496	\$ 633,496	\$ -
TOTAL Construction Project Costs	\$ 51,532,597	\$ 40,587,835	\$ 10,944,762

Attachment B

Dexter Community Schools 2017 Construction Fund Budget

G/L Account Number	Account Description	Facility(COA)		Program(COA)		Budget Series 1	Budget Series 2	Total Budget
		Description	Description	Description	Description			
47-0151-0000-0000-000000	Investment Earnings	District	-			\$51,115.00	\$25,574.00	\$76,689.00
47-0591-0000-0000-000000	Proceeds from issuance of bonds	District	-			\$50,605,000.00	\$17,770,135.00	\$68,375,135.00
47-0591-1000-0000-000000	Capital Projects Prem/Disc On Issue	District	-			\$3,431,075.00	\$0.00	\$3,431,075.00
Revenue								
	Bonds issued of the 2017 Bond Vote					\$54,087,190.00	\$17,795,709.00	\$71,882,899.00
						\$53,934,864.75	\$17,770,135.25	\$71,705,000.00
47-1231-4910-0000-000000	PUR Oth Services (Election)	District	-			\$19,078.00	\$0.00	\$19,078.00
47-1252-3150-0000-000000	PUR Mgmt Svc (Financial Advisor)	District	-			\$0.00		\$0.00
47-1252-3190-0000-000000	PUR Oth Service (Investment Fees)	District	-			\$30,000.00		\$30,000.00
47-1252-3510-0000-000000	PUR Advertisement (Notices)	District	-			\$0.00		\$0.00
47-1252-4910-0000-000000	PUR Oth Services	District	-			\$0.00		\$0.00
47-1252-7410-0000-000000	OTH Dues/Fees	District	-			\$0.00		\$0.00
47-1259-3990-0000-000000	PUR Ins/Bnd Prem	District	-			\$0.00	\$0.00	\$0.00
47-1259-7310-0000-000000	OTH Bond Issuance Costs	District	-			\$195,607.00	\$181,573.00	\$377,180.00
123x-125x - Owner Issuance Costs	District Managed					\$244,685.00	\$181,573.00	\$426,258.00
47-1261-3910-0000-000000	PUR Prop/Liab Ins	District	-			\$11,106.00		\$11,106.00
1261 - Operating Buildings Services	District Managed					\$11,106.00	\$0.00	\$11,106.00
47-1271-6610-0000-09078	CAP Buses-Deprec	Transportation	-			\$1,650,000.00	\$2,315,000.00	\$3,965,000.00
1271 - Pupil Transportation Services	District Managed					\$1,650,000.00	\$2,315,000.00	\$3,965,000.00
47-1284-3190-0000-000000	PUR Oth Service	District	-			\$0.00	\$0.00	\$0.00
47-1284-6450-0000-000000	CAP Equip-Deprec	District	-			\$2,291,949.00	\$4,467,989.00	\$6,759,938.00
1284 - Non-Instructional Technology	District Managed					\$2,291,949.00	\$4,467,989.00	\$6,759,938.00
47-1284-6450-0000-00214	CAP Equip-Deprec	Wylie	-			\$94,500.00	\$55,500.00	\$150,000.00
47-1284-6450-0000-00913	CAP Equip-Deprec	High School	-			\$142,000.00	\$58,000.00	\$200,000.00
47-1284-6450-0000-02362	CAP Equip-Deprec	Jenkins	-			\$7,800.00	\$7,200.00	\$15,000.00
47-1284-6450-0000-02949	CAP Equip-Deprec	Alternative Ed	-			\$14,000.00	\$0.00	\$14,000.00
47-1284-6450-0000-04609	CAP Equip-Deprec	Creekside	-			\$3,000.00	\$27,000.00	\$30,000.00
47-1284-6450-0000-08039	CAP Equip-Deprec	Mill Creek	-			\$94,500.00	\$55,500.00	\$150,000.00
47-1284-6450-0000-08040	CAP Equip-Deprec	Cornerstone	-			\$30,000.00	\$0.00	\$30,000.00
47-1284-6450-0000-08989	CAP Equip-Deprec	Bates=New El	-			\$250,175.00	\$0.00	\$250,175.00
47-1284-6450-0000-09078	CAP Equip-Deprec	Transportation	-			\$0.00	\$0.00	\$0.00
47-1284-6450-0000-09931	CAP Equip-Deprec	Copeland	-			\$0.00	\$0.00	\$0.00
47-1284-6450-0000-0xxxx	CAP Equip-Deprec	Bates Early El	-			\$7,200.00	\$22,800.00	\$30,000.00
1284 - Non-Instructional Technology	Granger Managed					\$643,175.00	\$226,000.00	\$869,175.00

Dexter Community Schools
2017 Construction Fund Budget

G/L Account Number	Account Description	Facility(COA) Description	Program(COA) Description	Budget Series 1	Budget Series 2	Total Budget
47-1451-3190-000-00000	PUR Oth Service	District	-	\$0.00	\$0.00	\$0.00
47-1451-6110-000-00000	CAP Land	District	-	\$100,000.00	\$0.00	\$100,000.00
1451 - Site Acquisition Services	District Managed			\$100,000.00	\$0.00	\$100,000.00
47-1452-3190-000-00000-00214	PUR Oth Service	Wylie	-	\$0.00	\$0.00	\$0.00
47-1452-6310-000-00000-00000	CAP ImpOthThanBldg	District	-	\$0.00	\$0.00	\$0.00
47-1452-6310-000-00000-00214	CAP ImpOthThanBldg	Wylie	-	\$52,403.00	\$384,288.00	\$436,691.00
47-1452-6310-000-00000-00913	CAP ImpOthThanBldg	High School	-	\$185,000.00	\$740,000.00	\$925,000.00
47-1452-6310-000-00000-02362	CAP ImpOthThanBldg	Jenkins	-	\$177,305.00	\$0.00	\$177,305.00
47-1452-6310-000-00000-02949	CAP ImpOthThanBldg	Alternative Ed	-	\$100,000.00	\$0.00	\$100,000.00
47-1452-6310-000-00000-04609	CAP ImpOthThanBldg	Creekside	-	\$273,350.00	\$73,350.00	\$346,700.00
47-1452-6310-000-00000-08039	CAP ImpOthThanBldg	Mill Creek	-	\$500,625.00	\$96,875.00	\$597,500.00
47-1452-6310-000-00000-08040	CAP ImpOthThanBldg	Cornerstone	-	\$809,511.00	\$0.00	\$809,511.00
47-1452-6310-000-00000-08989	CAP ImpOthThanBldg	Bates=New El	-	\$612,000.00	\$0.00	\$612,000.00
47-1452-6310-000-00000-09078	CAP ImpOthThanBldg	Transportation	-	\$0.00	\$0.00	\$0.00
47-1452-6310-000-00000-09931	CAP ImpOthThanBldg	Copeland	-	\$0.00	\$83,974.00	\$83,974.00
47-1452-6310-991-00000-00913	CAP ImpOthThanBldg	High School	Athletics	\$2,000,000.00	\$108,000.00	\$2,108,000.00
47-1452-6310-991-00000-04609	CAP ImpOthThanBldg	Creekside	Athletics	\$500,000.00	\$500,000.00	\$1,000,000.00
47-1452-6310-991-00000-08039	CAP ImpOthThanBldg	Mill Creek	Athletics	\$0.00	\$0.00	\$0.00
47-1452-6310-000-00000-0xxxx	CAP ImpOthThanBldg	Bates Early El	-	\$0.00	\$82,500.00	\$82,500.00
1452 - Site Improvement Services	Granger Managed			\$5,210,194.00	\$2,068,987.00	\$7,279,181.00
47-1453-3190-000-00000-00000	PUR Oth Service (unallocated professional)	District	-	\$608,267.00	\$0.00	\$608,267.00
47-1453-3190-000-00000-00214	PUR Oth Service	Wylie	-	\$101,930.00	\$83,345.00	\$185,275.00
47-1453-3190-000-00000-00913	PUR Oth Service	High School	-	\$351,176.00	\$136,970.00	\$488,146.00
47-1453-3190-000-00000-02362	PUR Oth Service	Jenkins	-	\$20,588.00	\$19,162.00	\$39,750.00
47-1453-3190-000-00000-02949	PUR Oth Service	Alternative Ed	-	\$6,840.00	\$0.00	\$6,840.00
47-1453-3190-000-00000-04609	PUR Oth Service	Creekside	-	\$79,107.00	\$218,495.00	\$297,602.00
47-1453-3190-000-00000-08039	PUR Oth Service	Mill Creek	-	\$182,158.00	\$95,849.00	\$278,007.00
47-1453-3190-000-00000-08040	PUR Oth Service	Cornerstone	-	\$196,442.00	\$0.00	\$196,442.00
47-1453-3190-000-00000-08989	PUR Oth Service	Bates=New El	-	\$835,024.00	\$0.00	\$835,024.00
47-1453-3190-000-00000-09078	PUR Oth Service	Transportation	-	\$0.00	\$0.00	\$0.00
47-1453-3190-000-00000-09931	PUR Oth Service	Copeland	-	\$5,236.00	\$8,600.00	\$13,836.00
47-1453-3190-901-00000-00000	PUR Oth Service (Architect Reimb)	District	Other Program	\$109,000.00	\$0.00	\$109,000.00
47-1453-3190-901-00000-00913	PUR Oth Service	High School	Other Program	\$0.00	\$0.00	\$0.00
47-1453-3190-991-00000-00214	PUR Oth Service	Wylie	Athletics	\$0.00	\$0.00	\$0.00
47-1453-3190-991-00000-00913	PUR Oth Service	High School	Athletics	\$0.00	\$0.00	\$0.00
47-1453-3190-991-00000-04609	PUR Oth Service	Creekside	Athletics	\$0.00	\$0.00	\$0.00
47-1453-3190-991-00000-08039	PUR Oth Service	Mill Creek	Athletics	\$0.00	\$0.00	\$0.00

Dexter Community Schools
2017 Construction Fund Budget

G/L Account Number	Account Description	Facility(COA) Description	Program(COA) Description	Budget Series 1	Budget Series 2	Total Budget
47-1453-3190-997-0000-00214	PUR Oth Service	Wylie	Aquatics	\$0.00	\$0.00	\$0.00
47-1453-3190-000-0000-0xxxx	PUR Oth Service	Bates Early Ed	-	\$7,717.00	\$30,507.00	\$38,224.00
1453 - Architecture & Engineering				\$2,503,485.00	\$592,928.00	\$3,096,413.00
47-1455-6220-991-0000-00913	CAP Non-Prop Exp/Bldgs	High School	Athletics	\$0.00	\$0.00	\$0.00
47-1455-6220-000-0000-02949	CAP Non-Prop Exp/Bldgs	Alternative Ed	-	\$677,754.00	\$0.00	\$677,754.00
47-1455-6220-991-0000-04609	CAP Non-Prop Exp/Bldgs	Creekside	Athletics	\$0.00	\$0.00	\$0.00
47-1455-6220-991-0000-08039	CAP Non-Prop Exp/Bldgs	Mill Creek	Athletics	\$0.00	\$0.00	\$0.00
47-1455-6220-000-0000-08989	CAP Non-Prop Exp/Bldgs	Bates=New El	-	\$21,009,429.00	\$0.00	\$21,009,429.00
1455 - Building Acquisition	Granger Managed			\$21,687,183.00	\$0.00	\$21,687,183.00
47-1456-6220-000-0000-00000	CAP Non-Prop Exp/Renovation Bldgs	District	(Realloc 600k lab)	\$600,000.00	\$0.00	\$600,000.00
1456 - Building Renovation and # District Managed				\$600,000.00	\$0.00	\$600,000.00
47-1456-3190-000-0000-00000	PUR Oth Service (Construction Mgr Fee)	District	-	\$806,156.00	\$216,885.00	\$1,023,041.00
47-1456-3190-901-0000-00000	PUR Oth Service (Construction Mgr Reimb)	District	Other Program	\$1,524,735.00	\$418,835.00	\$1,943,570.00
47-1456-3190-907-0000-00000	PUR Oth Service (CM General Conditions)	District	Other	\$716,690.00	\$195,468.00	\$912,158.00
47-1456-6220-000-0000-00000	CAP Non-Prop Exp/Renovation Bldgs	District Reallocat	-	\$65,635.00	\$65,635.00	\$131,270.00
47-1456-6220-000-0000-00214	CAP Non-Prop Exp/Renovation Bldgs	Wylie	-	\$1,633,896.00	\$1,016,315.00	\$2,650,211.00
47-1456-6220-000-0000-00913	CAP Non-Prop Exp/Renovation Bldgs	High School	-	\$3,939,605.00	\$1,538,171.00	\$5,477,776.00
47-1456-6220-000-0000-02362	CAP Non-Prop Exp/Renovation Bldgs	Jenkins	-	\$134,317.00	\$290,091.00	\$424,408.00
47-1456-6220-000-0000-02949	CAP Non-Prop Exp/Renovation Bldgs	Alternative Ed	-	\$0.00	\$0.00	\$0.00
47-1456-6220-000-0000-04609	CAP Non-Prop Exp/Renovation Bldgs	Creekside	-	\$419,463.00	\$2,702,490.00	\$3,121,953.00
47-1456-6220-000-0000-08039	CAP Non-Prop Exp/Renovation Bldgs	Mill Creek	-	\$2,697,155.00	\$1,579,985.00	\$4,277,140.00
47-1456-6220-000-0000-08040	CAP Non-Prop Exp/Renovation Bldgs	Cornerstone	-	\$789,470.00	\$0.00	\$789,470.00
47-1456-6220-000-0000-08989	CAP Non-Prop Exp/Renovation Bldgs	Bates=New El	-	\$0.00	\$0.00	\$0.00
47-1456-6220-000-0000-09078	CAP Non-Prop Exp/Renovation Bldgs	Transportation	-	\$0.00	\$1,000.00	\$1,000.00
47-1456-6220-000-0000-09079	CAP Non-Prop Exp/Renovation Bldgs	Shield Rd Houses	-	\$0.00	\$3,000.00	\$3,000.00
47-1456-6220-000-0000-09931	CAP Non-Prop Exp/Renovation Bldgs	Copeland	-	\$209,039.00	\$259,409.00	\$468,448.00
47-1456-6220-997-0000-00214	CAP Non-Prop Exp/Renovation Bldgs	Wylie	Aquatics	\$0.00	\$0.00	\$0.00
47-1456-6220-997-0000-00913	CAP Non-Prop Exp/Renovation Bldgs	High School	Aquatics	\$0.00	\$0.00	\$0.00
47-1456-6220-000-0000-0xxxx	CAP Non-Prop Exp/Renovation Bldgs	Bates Early El	-	\$111,123.00	\$362,490.00	\$473,613.00
1456 - Building Renovation and # Granger Managed				\$13,047,284.00	\$8,649,774.00	\$21,697,058.00
47-1456-6450-000-0000-00000	CAP Equip-Deprec	District	-	\$82,062.00	\$0.00	\$82,062.00
47-1456-6450-000-0000-00214	CAP Equip-Deprec	Wylie	-	\$282,023.00	\$221,667.00	\$503,690.00
47-1456-6450-000-0000-00913	CAP Equip-Deprec	High School	-	\$340,667.00	\$541,333.00	\$882,000.00
47-1456-6450-000-0000-02362	CAP Equip-Deprec	Jenkins	-	\$0.00	\$15,000.00	\$15,000.00

Dexter Community Schools
2017 Construction Fund Budget

G/L Account Number		Account Description	Facility(COA) Description	Program(COA) Description	Budget Series 1	Budget Series 2	Total Budget
47-1456-6450-0000-02949	CAP Equip-Deprec	Alternative Ed	-	-	\$14,000.00	\$0.00	\$14,000.00
47-1456-6450-0000-04609	CAP Equip-Deprec	Creekside	-	-	\$124,513.00	\$190,667.00	\$315,180.00
47-1456-6450-0000-08039	CAP Equip-Deprec	Mill Creek	-	-	\$326,300.00	\$427,000.00	\$753,300.00
47-1456-6450-0000-08040	CAP Equip-Deprec	Cornerstone	-	-	\$160,333.00	\$183,667.00	\$344,000.00
47-1456-6450-0000-08989	CAP Equip-Deprec	Bates=New El	-	-	\$883,190.00	\$0.00	\$883,190.00
47-1456-6450-0000-09078	CAP Equip-Deprec	Transportation	-	-	\$0.00	\$0.00	\$0.00
47-1456-6450-0000-09079	CAP Equip-Deprec	B&G	-	-	\$0.00	\$0.00	\$0.00
47-1456-6450-0000-09931	CAP Equip-Deprec	Copeland	-	-	\$0.00	\$0.00	\$0.00
47-1456-6450-0000-09933	CAP Equip-Deprec	Bates Early El	-	-	\$0.00	\$110,000.00	\$110,000.00
47-1456-6450-956-0000-00214	CAP Equip-Deprec	Wylie	PP Music	-	\$6,000.00	\$9,000.00	\$15,000.00
47-1456-6450-956-0000-00913	CAP Equip-Deprec	High School	PP Music	-	\$120,000.00	\$180,000.00	\$300,000.00
47-1456-6450-956-0000-04609	CAP Equip-Deprec	Creekside	PP Music	-	\$40,000.00	\$60,000.00	\$100,000.00
47-1456-6450-956-0000-08039	CAP Equip-Deprec	Mill Creek	PP Music	-	\$80,000.00	\$120,000.00	\$200,000.00
47-1456-6450-956-0000-08040	CAP Equip-Deprec	Cornerstone	PP Music	-	\$6,000.00	\$9,000.00	\$15,000.00
47-1456-6450-991-0000-08989	CAP Equip-Deprec	Bates=New El	Athletics	-	\$6,000.00	\$9,000.00	\$15,000.00
47-1456-6450-919-0000-00214	CAP Equip-Deprec	Wylie	Food Services	-	\$50,000.00	\$0.00	\$50,000.00
47-1456-6450-919-0000-00913	CAP Equip-Deprec	High School	Food Services	-	\$170,000.00	\$0.00	\$170,000.00
47-1456-6450-919-0000-04609	CAP Equip-Deprec	Creekside	Food Services	-	\$50,000.00	\$0.00	\$50,000.00
47-1456-6450-919-0000-08039	CAP Equip-Deprec	Mill Creek	Food Services	-	\$70,000.00	\$0.00	\$70,000.00
47-1456-6450-919-0000-08040	CAP Equip-Deprec	Cornerstone	Food Services	-	\$5,000.00	\$0.00	\$5,000.00
47-1456-6450-919-0000-08989	CAP Equip-Deprec	Bates=New El	Food Services	-	\$5,000.00	\$0.00	\$5,000.00
47-1456-7410-0000-00000	OTH Dues/Fees	District	-	-	\$0.00	\$0.00	\$0.00
1456 - Building Improvement Ser District Managed					\$2,821,088.00	\$2,076,334.00	\$4,897,422.00
47-1459-3170-0000-00000	PUR Legal Svc	District	-	-	\$50,000.00	\$20,000.00	\$70,000.00
47-1459-3170-0000-00000	PUR Legal Svc (Issuance Portion)	District	-	-	\$62,874.00	\$27,126.00	\$90,000.00
47-1459-3180-0000-00000	PUR Audit	District	-	-	\$10,000.00	\$5,000.00	\$15,000.00
47-1459-3190-0000-00000	PUR Oth Service	District	unallocated	-	\$319,166.00	\$0.00	\$319,166.00
47-1511-7130-0000-00000	OTH Payments for Premiums and Discounts	District	-	-	\$0.00	\$0.00	\$0.00
1456-1511 - Other Facility Acquisitic District Managed					\$442,040.00	\$52,126.00	\$494,166.00
Issuance and Other Costs					\$697,831.00	\$233,699.00	\$931,530.00
Granger Managed (includes Alt Ed excludes \$600,000 of 2008 Bond)					\$40,587,836.00	\$10,944,761.00	\$51,532,597.00
District Managed					\$10,664,353.00	\$9,685,950.00	\$20,350,303.00
Total 2017 Capital Projects					\$51,252,189.00	\$20,630,711.00	\$71,882,900.00

Form A-2 New Course Proposal

Course Title: Community Announcements

Department:

Duration: 9-week

Grade Level(s): 7-8

Prerequisite(s): None

Contact Person(s): Jason Elmy

Proposal Date: 11/27/17

1. Why is a new course necessary? To provide the community, staff, and student access to daily activities held at Mill Creek.

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

Community Announcements class will be responsible for creating a 3-5 minute video daily that will be published online and available to staff, students and the Dexter community. The elective class will create daily announcements during elective class time for the following morning/day. Small student groups (2-3) will be assigned to a bi-weekly committee. The class of 12-15 students will be able to interview students, staff and club groups during the afternoon elective periods to be edited and published the following morning. Students, staff and community will have an ongoing access to past, current and future events/activities at Mill Creek.

Possible agenda items-

Pledge of Allegiance

Student Birthdays

Monthly characteristics messages

Word of the week

Upcoming Sports activities

Sports results

After school activities schedule/results

Lunch menu

CS&L programs and fundraisers

Future Entrepreneurs advertisement

Special Interests

Possible access points-

MC website

Youtube channel

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

Cog Skills-Summit

Multimedia in Oral Presentation

Integrating multiple mediums, including technology, to create high-quality spoken presentations

2009 Michigan Educational Technology Standards for Students

6-8.CI. Creativity and Innovation—By the end of grade 8 each student will:

6-8.CI.1. apply common software features (e.g., spellchecker, thesaurus, formulas, charts, graphics, sounds) to enhance communication with an audience and to support creativity

6-8.CI.2. create an original project (e.g., presentation, web page, newsletter, information brochure) using a variety of media (e.g., animations, graphs, charts, audio, graphics, video) to present content information to an audience

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

Use of video production software.

4. How will career or “real world” experiences be integrated into the course?

The Career Ready Practices

The Career Ready Practices component of the CCTC provides a framework for the developmental experiences necessary to becoming career ready; experiences that can be “practiced” using many different approaches in a variety of settings. Student refine these practices throughout their full continuum of learning: through their journey in school, college, the workforce and when they return to advance their education.

Each Career Ready Practice includes an overarching statement along with a more detailed description. Below are the 12 overarching statements:

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly and effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career paths aligned to personal goals.
11. Use technology to enhance productivity.

12. Work productively in teams while using cultural global competence.

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

Elective courses at Mill Creek are assessed on a Pass/Fail model. Students will have an individual weekly meeting with the staff member, outlining expectations and projects to be completed within the upcoming week and reviewing prior weeks work. Within the meeting, staff will provide feedback to student and assess a Pass/Fail grade to be recorded.

6. Resources needed and costs (Attach Form A-3) _None

Attach a proposed course outline or syllabus that includes a course description as well as the scope and sequence of topics to be covered.

Community Announcements Elective Class

Community Announcements class will be responsible for creating a 3-5 minute video daily that will be published online and available to staff, students and the Dexter community. The elective class will create daily announcements during elective class time for the following morning/day. Small student groups (2-3) will be assigned to a bi-weekly committee. The class of 12-15 students will be able to interview students, staff and club groups during the afternoon elective periods to be edited and published the following morning.

Students, staff and community will have an ongoing access to past, current and future events/activities at Mill Creek.

The following is a list of proposed student groups.

Student groups-

- Video Editing
- Birthday
- Sports
- Pledge
- After School Activities
- What's for Lunch
- Special Interest
- Lead Editor
- Word of the week

Dexter Community Schools - 5/25/2011

Form A3 Instructional Resource Review (textbooks, reference materials, classroom technology, online resources, media)

Date: 11/28/17

Applicant(s): Jason Elmy

Building Involved: Mill Creek Middle School

Grade(s) and/or Course: 7th/8th Grade Community Announcements

Targeted population: 60 students per year.

1 elective course per quarter (12-15 students per quarter)

Describe the teaching resource(s) being considered:

Using free online sources on creating and uploading a YouTube account.

<https://www.wikihow.com/Download-YouTube-Videos>

https://www.youtube.com/create_channel

<https://support.google.com/youtube/answer/161805?co=GENIE.Platform%3DDesktop&hl=en-GB>

Using free online sources on how to use Imovie.

<https://vimeo.com/blog/post/video-101-editing-with-imovie>

<https://www.wikihow.com/Use-iMovie>

<https://msu.edu/course/tc/243/iMovie%20Tutorial.pdf>

Students will use their personal phone/ipod to record audio and visual.

Connection to specific goals within the strategic plan:

Instruction/Community of Learners/Innovation

Redesign educational programming to focus on developing students' capacity to think creatively, solve problems, analyze, synthesize, and navigate information.

Students will be have opportunity to think creatively in designing and displaying a daily video announcement. They will have access to music, video, pictures, text and a premier editing suite Imovie to put their ideas together. Working within a group of peers to create one final daily product, will require understanding of different roles, problem solving, appropriate expectations and responsibilities. Students will need to prioritize information, plan ahead and critically think to produce a daily product that they are proud of.

Connection to District Improvement Plan or School Improvement Plan(s):

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

Cog Skills-Summit

Multimedia in Oral Presentation

Integrating multiple mediums, including technology, to create high-quality spoken presentations

2009 Michigan Educational Technology Standards for Students

6-8.CI. Creativity and Innovation—By the end of grade 8 each student will:

6-8.CI.1. apply common software features (e.g., spellchecker, thesaurus, formulas, charts, graphics, sounds) to enhance communication with an audience and to support creativity

6-8.CI.2. create an original project (e.g., presentation, web page, newsletter, information brochure) using a variety of media (e.g., animations, graphs, charts, audio, graphics, video) to present content information to an audience

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 have a wide selection of choice in learning how to use iMovie and YouTube. Sources will provide video examples, others will have pictures with text examples.

2. In what way(s) does the resource appeal to students?

Many students are familiar with iMovie and YouTube. The learning process will happen at their own pace and they will be able to be creative in producing their final products.

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

All students would find this elective enjoyable. Students would have opportunity to be creative, social and display technical skills.

4. Does the material encourage critical thinking and problem solving? Give examples.

Students will need to focus their searches and identify key parts from the sources. Small work groups will help student listening and problem solving skills.

5. What Teacher aids are provided?

There are no teacher aids provided.

6. Describe what other alternatives were considered and why were they are not being

Proposed:

There are no other alternative curriculum items available.

7. For text based resources:

Title of Text: Publisher:

Address:

Copyright Date:

ISBN:

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? Table of Contents, Glossary, Index, Guideline Charts, Highlights for Chapter, Summaries, Vocabulary Lists, Chapter Reviews, Graphs, Diagrams, Concept Maps, Tables, etc.

c. Does it provide and promote uses of technology? Links to websites?

There is no text resources available.

8. Community review

Date of review:

Location of meeting:

Number of attendees:

Keep a record of the meeting(s):

Comments & recommendations:

K12 administrative team recommendation: Yes No Needs revision

Comments/suggestions:

Dexter Community Schools 12/1/2010

Title: Our Human Journey: Genographic (DNA) Diversity

Duration: 1 Quarter (9-week Elective)

Grade Level: 7-8

Prerequisite: None

Proposed by: Cheryl Darnton

Date: 1/8/18

1. Need for the new course

Students have many elective choices at Mill Creek. Now that the mapping of the human genome is able to accurately identify the human migration patterns from the earliest humans leaving Africa to each of us, the offering of a class that allows students to study their own deep ancestry is an exciting possibility. There is more diversity in Dexter than meets the eye. A number of DHS and Mill Creek teachers participated in the Justice Leaders workshop offered through the WISD starting in 2017. This elective course proposal was born from my experience working with educators throughout the county to consider ways in which we can achieve social justice through education.

2. Goals for the students

Students will learn about their own genetic story from their African roots to the present. They will see that there is more diversity inside them and among their peers than they realized. They will understand the adaptive benefits of both dark skin and light skin in relation to latitude. Students will learn about the patterns of human migration over time, and they will connect their learning to a culminating project that addresses a current event in the context of our deep ancestral adaptations and migrations.

3. Content standards and benchmarks and GLCE's addressed by the course

Common Core Standards:

Reading of Science and Technical Subjects Standards

(RST.6-8.1) Cite specific textual evidence to support analysis of science and technical texts.

(RST.6-8.2) Determine the central ideas or conclusions of a text; provide an accurate summary of the source distinct from prior knowledge or opinions.

(RST.6-8.4) Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

(RST.6-8.5) Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

(RST.6-8.6) Identify aspects of a text that reveal an author's purpose.

(RST.6-8.7) Integrate quantitative or technical information expressed in words in a text with other information expressed visually.

(RST.6-8.8) Distinguish among fact, reasoned judgement based on research findings, and speculation in a text.

Writing of History and Technical/Science Standards

(WHST.6-8.1) Write arguments focused on discipline-specific content.

(WHST.6-8.4) Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

(WHST.6-8.6) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

(WHST.6-8.7) Conduct short research project to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

(WHST.6-8.8) Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

(WHST.6-8.9) Draw evidence from informational texts to support analysis, reflection, and research.

Cognitive Skills from Basecamp Projects - used throughout grades and content areas at Mill Creek

- Discussion/Contribution: Communicating ideas and contributing to discussion through questioning, connecting and probing
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Michigan Social Studies Grade Level Content Expectations

P4.2 Citizen Involvement: Act constructively to further the public good.

6 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.

6 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.

6 – P4.2.3 Participate in projects to help or inform others (e.g., service learning projects).

P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement

7 – P3.1.1 Clearly state an issue as a question or public policy, trace the origins of an issue, analyze and synthesize various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.

- Identify public policy issues related to global topics and issues studied.
- Clearly state the issue as a question of public policy orally or in written form.
- Use inquiry methods to acquire content knowledge and appropriate data about the issue.
- Identify the causes and consequences and analyze the impact, both positive and negative.
- Share and discuss findings of research and issue analysis in group discussions and debates.
- Compose a persuasive essay justifying the position with a reasoned argument.
- Develop an action plan to address or inform others about the issue at the local to global scales.

4. Topics that will be covered

- *All humans share over 99% of our DNA in common*
- *How mutations allow scientists to identify where our ancestors lived*
- *Human adaptations based on the environment or resources (i.e. skin tone, lactose intolerance, body proportions, sickle cell trait)*
- *Human migration patterns past and present*
- *Current events that we can see differently through the lens of the course content*

5. How the teaching and learning standards will be integrated into the course

Students will submit their DNA for analysis 9 weeks before the course starts in order for the results to be ready for the start of the course. They will have a variety of learning opportunities, including direct teaching, videos, map study, reflection writing, discussion, and self-guided exploration to learn about their ancestral past. They will research topics within the course that interest them and present their findings. Individually or in small groups, they will create a final project synthesizing what they have learned into an action plan, art installation, or public presentation relating to an important, controversial current event.

6. How technology will be integrated into the course

Students will use Google Classroom and SeeSaw to get assignments and post some of their projects. They will access videos and lesson resources online. The Genographic Project results will be online for them to explore, also.

7. Identification of the course in the Career Pathways or “real world” connection

The real world connection represented by the course is a bridge between our ancient past and the present. Students will come out of the course with a deep understanding that all skin tones are good because they helped our ancestors to survive in the particular latitudes where they found themselves. They will develop insights into stereotyping and social injustice. The information they learn will likely impact their lives in a number of ways: their world view (i.e. cultural and ethnic diversity, international issues, urban planning topics, etc.); their health (i.e. medical research, health findings, etc.); career interests (i.e. public policy, politics, scientific research topics, etc.); among many more.

8. How students will be assessed, using the standards for authentic assessment?

During the quarter, students will be assessed on the process of their group work:

- Discussion/Contribution: Communicating ideas and contributing to discussion through questioning, connecting and probing
- Preparation: Entering a discussion or presentation with high-quality evidence (notes, research, connections, questions)
- Projects: *Students will be actively involved in creating the rubric for their products, scoring their own and their peers' work.*

9. Start-up costs for course

\$140 per student for the discounted Genographic Project kit

Form A3

Instructional Resource Review (textbooks, reference materials, classroom technology, online resources, media)

Date: 1-8-18

Applicant(s): Cheryl Darnton

Building Involved: Mill Creek

Grade(s) and/or Course: Our Human Journey: Genographic (DNA) Diversity elective class for grades 7 & 8

Targeted population: All interested 7th and 8th grade students

Describe the teaching resource(s) being considered:

- Genographic Project kits (\$140 each with educator discount)

<https://www.nationalgeographic.org/education/genographic-project-educator-discount/>

- National Genographic Project Lesson Plans:

<https://www.nationalgeographic.org/education/genographic/>

<https://www.nationalgeographic.org/unit/beyond-borders/>

- Lesson on human skin tone adaptation

- Online videos illustrating human diversity and racial concepts

Examples:

<https://www.youtube.com/watch?v=i0WpWPRC5YY>

<https://www.youtube.com/watch?v=xnbxrDGZoBQ>

<https://www.youtube.com/watch?v=G3BIIIPlahw>

<https://www.youtube.com/watch?v=LAWrwexw-To>

<https://www.youtube.com/watch?v=u5GCetbP7Fg>

- Ice World Documentary Video from the Discovery Channel (DVD owned by instructor)

<http://www.imdb.com/title/tt0462353/>

- Implicit Association Test

<https://implicit.harvard.edu/implicit/takeatest.html>

- Possible field trip examples:

UM Kelsey Museum of Archaeology

<https://lsa.umich.edu/kelsey/education/k-12-educators-and-schools.html>

UM Museum of Art

<https://umma.umich.edu/>

Connection to specific goals within the strategic plan:

- To enhance student appreciation, value and respect for human diversity

•To increase awareness of social justice issues as they pertain to race and to other aspects of human categorization

Connection to District Improvement Plan or School Improvement Plan(s): Explain how the resource(s) supports the GLCEs, HSCEs, Common Core and/or other standards and benchmarks?

Common Core Standards:

Reading of Science and Technical Subjects Standards

(RST.6-8.1) Cite specific textual evidence to support analysis of science and technical texts.

(RST.6-8.2) Determine the central ideas or conclusions of a text; provide an accurate summary of the source distinct from prior knowledge or opinions.

(RST.6-8.4) Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

(RST.6-8.5) Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

(RST.6-8.6) Identify aspects of a text that reveal an author's purpose.

(RST.6-8.7) Integrate quantitative or technical information expressed in words in a text with other information expressed visually.

(RST.6-8.8) Distinguish among fact, reasoned judgement based on research findings, and speculation in a text.

Writing of History and Technical/Science Standards

(WHST.6-8.1) Write arguments focused on discipline-specific content.

(WHST.6-8.4) Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

(WHST.6-8.6) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

(WHST.6-8.7) Conduct short research project to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

(WHST.6-8.8) Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

(WHST.6-8.9) Draw evidence from informational texts to support analysis, reflection, and research.

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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?** The content of the class is intended to be constructivist in nature, meaning that each learner will construct meaning in his or her own way. Students will access the content from a variety of sources and will be able to demonstrate their learning in ways that are unique to each.

2. **In what way(s) does the resource appeal to students?** The material will be fascinating to students because it pertains to their innate curiosity about themselves. Studying one's own ancestral heritage and the heritage of friends and peers in the class will be a motivating factor for students to construct meaning and to extend their learning to the broader world.
3. **Does the material support cultural diversity and gender equity?** Yes. This course supports diversity as a core goal. Students will learn about the long journeys each of our lines of ancestors have made. Due to the fact that each student is alive because there is an unbroken line of successful ancestors going back thousands of years, students will understand that the cultures that have supported our ancestors helped them to survive and successfully reproduce to finally yield our own generation.
4. **Does the material encourage critical thinking and problem solving? Give examples.** Students will learn about human variation. They will engage in discussions and projects to uncover some of the prejudice and injustice in society that has arisen from different values being assigned to different groups. They will build knowledge to help them sort through and consider the current events around the activities of white supremacists in America and the movement to limit immigrants in Europe and America, for example.
5. **What Teacher aids are provided?** Projector and sound system, 1:1 Chromebooks

Describe what other alternatives were considered and why were they are not being proposed:

6. For text based resources:

Text-based resources used for the class would be selected by students during their research, should they choose to use them. Our school library or the Dexter Library would be good places for them to look for suitable material.

7. Does it provide and promote uses of technology? Links to websites?

This would be a technology-integrated elective class. Google Classroom and SeeSaw will be integral parts of the class.

8. Community review Date of review:

Location of meeting:

9. Number of attendees:

Keep a record of the meeting(s):

Comments & recommendations:

Projected costs:

The discounted cost of each DNA kit is \$140. The DNA sample (cheek swab or saliva) would need to be submitted 9 weeks before the start of the class in order for the results to be available by the time the class starts. For families that can afford to pay, we would recommend that they cover the cost as a lab fee. For families that cannot afford to pay, the instructor will write a grant to the EFD to cover the cost of the kits. In this case, the parent or guardian would need to sign a promise to do everything they can to make sure the child actually gets to participate in the course, rather than be placed in ILH, for example.

K12 administrative team recommendation: Yes No Needs revision

Comments/suggestions:



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.**

2018 MASB Board of Directors Official Ballot

This is a Required Question.



Michael P. Murphy

District: Addison Community Schools

County: Lenawee

Time served on this board: 10 years

Offices held: President, Secretary and Treasurer

MASB Certification:

Certified Boardmember Award

Award of Merit

Award of Distinction

Election Statement:

Education is at a crossroads today. We cannot continue in a one-size-fits-all mentality. With dwindling resources and greater demands on local districts, we, as an Association, must advocate for greater local control and look for changes in funding strategies that allow districts the ability to better serve our students.

I wish to be a part of that change. As a former CTE teacher, I saw firsthand how high-paying jobs in industry went unfilled because our graduates were not prepared for these positions. We cannot reclaim the mantle of manufacturing greatness if we don't have a skilled workforce.

Jack Temsey

District: Potterville Public Schools

County: Eaton



Time served on this board: Three years

Offices held:

Time served on another board: Two years, Eaton RESA

Offices held: Vice President and Secretary

MASB Certification:

Certified Boardmember Award

Award of Merit

Award of Distinction

Election Statement:

As a Board of Education Trustee, I feel we are the voice for our children. We need to utilize that voice to ensure we can offer them the education that they deserve, regardless of the struggles we face behind the scenes. We need to direct that voice to those that create legislation when we feel it will adversely affect Public Education and remember to offer praise to those who show us favor and offer help.

I currently serve as the Vice Chairperson of the Government Relations Committee for MASB, and I believe the voice of our Boards and Communities can make a difference.

In my three years serving as a Board Trustee, I have served on Potterville Public School's Policy Committee, served the ISD as Secretary, currently as its Vice President, as well as serving on the Strategic Plan retreat team and Finance & Audit Committee. My service to MASB includes: Curriculum & Instruction and Government Relations Committees, Strategic Plan Facilitator and Adjunct Faculty.

I also enjoy giving back to the Community, serving the Girl Scouts as a Troop Co-Leader for Daisies, Brownies and Juniors, the Boy Scouts as an Order of the Arrow Advisor, and am a Past President of our PTA. I am currently employed by Staples as Technology Sales and Services Supervisor. My wife, Ashley and I have three children with one more joining the family in March.

I would be honored to serve on the MASB Board of Directors, to represent you, and bring your voices to the table to further benefit our children and the future of Public Education.



Dale S. Wingerd

District: Clinton Community Schools

County: Lenawee

Time served on this board: 12 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 12 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 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 seven 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 (9 years), where I served as the LCASB President for seven 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.

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