

# **BOARD PACKET**

## **February 26, 2018**



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

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**BOARD MEETING AGENDA**

- A. ROLL CALL – PLANNED ABSENCES: Dick Lundy, Julie Schumaker, Michael Wendorf
- B. MEETING MINUTES & CLOSED MEETING MINUTES (2-12-2018)
- C. APPROVAL OF AGENDA
- 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 – Leave Request
  - 2. Budget Report
- I. **ACTION ITEMS**
  - 1. Approve Mill Creek Course Proposals
  - 2. Superintendent Evaluation
  - 3. Bid Package 4: Turf
- II. **DISCUSSION ITEMS – none**
- III. **PUBLIC PARTICIPATION:** *See Policy 0167.3*
- IV. **BOARD COMMENTS**
- V. **INFORMATION ITEMS**
  - 1. Revised Dexter Phase I & II Bid Schedule
  - 2. Facilities Committee Minutes (2-8-2018)
- VI. **CLOSED SESSION – none**

**CALENDAR**

- \***Tuesday, March 6<sup>th</sup> – 4:00pm**  
Policy (Copeland)
- \***Wednesday, March 7<sup>th</sup> – 6:00pm**  
KG/YF Tour & Registration  
(Bates/Cornerstone, Creekside)
- \***Thursday, March 15<sup>th</sup> – 5:00pm**  
Facilities (Copeland)
- \***Monday, March 19<sup>th</sup> – 7:00pm**  
Board Meeting (Creekside)
- \***Thursday, March 22<sup>nd</sup> – 6:30pm**  
Early Literacy Presentation  
(Vogel Room/WISD)
- \***March 26<sup>th</sup> – 30<sup>th</sup> – Spring Break**

**BOARD NOTES  
FEBRUARY 26, 2018**

**A. ROLL CALL**

**B. MEETING MINUTES & CLOSED MEETING MINUTES (2/12/2018)**

**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**

**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 – Request for Leave. Your packet contains a request for leave of absence for the 2018-19 school year from Bates Elementary teacher JoAnne West.

\* An appropriate resolution might be, "I move that the Board of Education approve the 2018-19 leave of absence requested by JoAnne West."

2. January Budget Report. Your packet contains budget information for the month of January, 2018.

\* An appropriate motion might be, "I move that the Board receive the January 2018 Budget Report."

**I. ACTION ITEMS**

1. Approve Mill Creek Course Requests. At the February 12, 2018 meeting, the Board had the opportunity to review and discuss two new course requests for Mill Creek electives. We have added the notes from the parent feedback forums to tonight's packet. This item is presented this evening for action.

\* An appropriate motion might be, "I move that the Board of Education approve the attached proposals for two new Mill Creek courses: *Community Announcements* and *Our Human Journey: Geographic (DNA) Diversity*."

- ~~1.~~ **2. Superintendent Evaluation.** Your packet includes the 2017 Superintendent Evaluation, previously discussed at the February 12<sup>th</sup>, 2018 meeting.

**BOARD NOTES**  
**FEBRUARY 26, 2018**

\* An appropriate motion might be, "I move that the Dexter Board of Education approve the evaluation of Superintendent Chris Timmis and unanimously and without qualification endorse Superintendent Chris Timmis."

~~2.~~ **3.** Bid Package 4. Your packet includes a draft recommendation letter and bid tabulation for Bid Package No. 4 – Turf.

\* An appropriate motion might be, "I move that the Board of Education award the contract for Bid Package Number 4 - Turf as shown in the attached recommendation letter dated February 23, 2018 and assign it to Granger for management."

**J. DISCUSSION ITEMS - NONE**

~~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 26<sup>th</sup> board meeting agenda.

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

**L. BOARD COMMENTS**

**M. INFORMATION ITEMS**

1. Revised Dexter Phase I Bid Schedule
2. Facilities Committee Minutes (2-8-2018)

**N. CLOSED SESSION**

**DEXTER COMMUNITY SCHOOLS BOARD OF EDUCATION  
MEETING MINUTES – FEBRUARY 12, 2018**

**A. ROLL CALL**

**Members Present:** Ron Darr, Daryl Kipke, Dick Lundy, Rob Mitzel, Barbara Read, Julie Schumaker, Michael Wendorf

**Members Absent:** Student representatives Erin Evans and Hollie Pastorino

**Administrative & Supervisory Staff:** Jami Bronson, Barb Santo, Mollie Sharrar, Chris Timmis, Hope Vestergaard

**Guests:** Steve & Shannon Bednarski, Greg Brand, Trish Machemer, Gerrod Visel, Kevin Warner

**DEA:** Jessica Baese, Andrew Damman, Cheryl Darnton, Jason Elmy

The meeting was called to order at approximately 7:04 by Board President Michael Wendorf.

**B. MEETING MINUTES – 2/8/18**

There was an error in the guest names. Rob Mitzel made a motion to approve the amended special meeting minutes of 2/8/2018. Daryl Kipke supported the motion. **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. Julie Schumaker made a motion to approve the agenda as presented. Dick Lundy supported the motion. **Motion Carried (unanimous).**

**D. SCHOOL PRESENTATIONS**

1. Mill Creek Ensemble performance. Eighth graders Joey Hill, Alena Michos, and Cole Warren performed their piece from the Solo and Ensemble Festival. Band Director Andrew Damman shared the fact that 100% of Mill Creek band students, participating in 97 different events, earned medals. All State Middle School Honors Band students Audrey Hudson, Collin Johnson, and Eden Gibson received recognition certificates from the Board of Education.

**E. SUPERINTENDENT UPDATE**

1. The Creekside sixth grade classes will be participating in the Eastern Explorers Excursion Camp next week. Courses include writing, dance, communications, chemistry, coding, graphic design, theater, digital art, flight camp, photography, vlogging, healthy living, and problem solving.
2. Mill Creek has arranged for a screening of SCREENAGERS, a film about adolescent addiction to technology and screen time: Monday, February 26<sup>th</sup>, 6:45pm at the CPA.
3. High School scheduling has begun; the district will know staffing needs by the end of February.
4. Board President Michael Wendorf will soon travel to South Africa to train for the IronMan African Championship April 15<sup>th</sup>.

**F. STUDENT REPRESENTATIVES UPDATE – none**

**G. PUBLIC PARTICIPATION – none**

**DEXTER COMMUNITY SCHOOLS BOARD OF EDUCATION  
MEETING MINUTES – FEBRUARY 12, 2018**

**H. CONSENT ITEMS**

1. New Hires. Julie Schumaker made a motion that the Board of Education approve the hire of Brian Schuler as Director of Facilities and the hire of David Teddy as Director of Community Education. Dick Lundy supported the motion. **Motion Carried (unanimous)**.

**I. ACTION ITEMS**

1. Authorize Funds to Purchase Pre-Calculus Textbooks. Barbara Read made a motion 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. Julie Schumaker supported the motion. **Motion Carried (unanimous)**.
2. Approve Bond Budget. Dick Lundy made a motion that that the Board of Education adopt the attached 2017 Capital Projects Fund Budget as recommended by the facilities committee. Daryl Kipke supported the motion. **Motion Carried (unanimous)**.
3. Bid Package 5. Dick Lundy made a motion that 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. Ron Darr supported the motion. **Motion Carried (unanimous)**.
4. Bid Package 5 – Plumbing & Piping. Trustee Ron Darr abstained from this vote to avoid the appearance of a conflict of interest. Dick Lundy made a motion 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. Rob Mitzel supported the motion. **Motion Carried (unanimous, 6-0)**.

**J. DISCUSSION ITEMS**

1. Mill Creek Course Proposals. The Board of Education had the opportunity to review and discuss two new course proposals from Mill Creek. These include *Community Announcements* and *Our Human Journey: Geographic (DNA) Diversity*.
2. MASB Board of Directors Election. The Board discussed the candidates for the MASB Board of Directors Election. Barbara Read made a motion that the Board of Education select Dale Wingerd as their candidate. Michael Wendorf seconded the motion. **Motion Carried (unanimous)**.

**K. PUBLIC PARTICIPATION**

1. Trish Machemer asked about the status of the ad hoc athletic committee.

**DEXTER COMMUNITY SCHOOLS BOARD OF EDUCATION  
MEETING MINUTES – FEBRUARY 12, 2018**

**L. BOARD COMMENTS**

1. Daryl Kipke asked if it would be possible to move the time of the February 26<sup>th</sup> meeting earlier, as well as move the location, so that Board members could participate in the SCREENAGERS screening at DHS. The Board agreed this was a good idea to pursue.
2. Julie Schumaker noted she would not be present at the February 26<sup>th</sup> meeting.
3. Barbara Read shared with the Board the fact that the boys cross country coach, Drew Colette, and his wife are facing challenges relating to an international adoption. She asked for prayers on the family's behalf.

**M. INFORMATION ITEMS**

1. Revised Dexter Phase I Bid Schedule

At approximately 8:10pm, Rob Mitzel made a motion that the Board of Education move into closed session for the purpose of discussing the Superintendent's evaluation. Dick Lundy supported the motion. **Roll Call Vote. Motion Carried (unanimous).**

**N. CLOSED SESSION**

At approximately 9:13pm, Rob Mitzel made a motion that the Board return to open session. Daryl Kipke supported the motion.

At approximately 9:14pm, Rob Mitzel made a motion to adjourn the meeting. Michael Wendorf supported the motion. **Motion Carried (unanimous).**

MINUTES/hlv

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Robert Mitzel, Secretary  
Board of Education

February 2, 2018

Dear Principal Bruder, Dr. Timmis, DEA and Dexter Board of Education,

I am writing to request an unpaid leave of absence for the period of one school year from Dexter Community Schools, beginning in August 2018 and extending through the 2018-2019 school year.

I am expecting our third child at the end of May (May 30<sup>th</sup>) and would like to request the next full school year off – both semesters – to allow our family to adjust and enjoy this time in our lives.

I hope you will consider my request and I am happy to answer any questions you may have.

All my best,

JoAnne West  
Bates Elementary School  
Dexter Community Schools



# Board Monthly Financial Report

Fiscal Year to Date 01/31/18

Sub Function Code	Amended Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	% Rec'd/Spent	Prior Year FYTD
<b>Fund(COA) 11 - General Fund</b>							
Account Type <b>Revenue</b>							
Function Code <b>R100 - Local Sources - 100</b>							
	5,125,513.00	1,243,445.38	1,629,237.57	.00	3,496,275.43	32	1,830,199.13
Function Code <b>R100 - Local Sources - 100 Totals</b>	<b>\$5,125,513.00</b>	<b>\$1,243,445.38</b>	<b>\$1,629,237.57</b>	<b>\$0.00</b>	<b>\$3,496,275.43</b>	<b>32 %</b>	<b>\$1,830,199.13</b>
Function Code <b>R200 - Non-Education Sources - 200</b>							
	5,254.00	.00	.00	.00	5,254.00	0	.00
Function Code <b>R200 - Non-Education Sources - 200 Totals</b>	<b>\$5,254.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$5,254.00</b>	<b>0 %</b>	<b>\$0.00</b>
Function Code <b>R300 - State Sources - 300</b>							
	29,472,561.00	2,658,980.72	11,098,075.09	.00	18,374,485.91	38	10,294,053.91
Function Code <b>R300 - State Sources - 300 Totals</b>	<b>\$29,472,561.00</b>	<b>\$2,658,980.72</b>	<b>\$11,098,075.09</b>	<b>\$0.00</b>	<b>\$18,374,485.91</b>	<b>38 %</b>	<b>\$10,294,053.91</b>
Function Code <b>R400 - Federal Sources - 400</b>							
	1,310,766.00	.00	.00	.00	1,310,766.00	0	1,790.89
Function Code <b>R400 - Federal Sources - 400 Totals</b>	<b>\$1,310,766.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$1,310,766.00</b>	<b>0 %</b>	<b>\$1,790.89</b>
Function Code <b>R500 - ISD / Other Sources - 500</b>							
	4,485,678.00	1,182,919.00	1,982,077.04	.00	2,503,600.96	44	1,974,182.97
Function Code <b>R500 - ISD / Other Sources - 500 Totals</b>	<b>\$4,485,678.00</b>	<b>\$1,182,919.00</b>	<b>\$1,982,077.04</b>	<b>\$0.00</b>	<b>\$2,503,600.96</b>	<b>44 %</b>	<b>\$1,974,182.97</b>
Function Code <b>R600 - In from other Funds - 600</b>							
	218,592.00	.00	78,315.08	.00	140,276.92	36	76,335.98
Function Code <b>R600 - In from other Funds - 600 Totals</b>	<b>\$218,592.00</b>	<b>\$0.00</b>	<b>\$78,315.08</b>	<b>\$0.00</b>	<b>\$140,276.92</b>	<b>36 %</b>	<b>\$76,335.98</b>
Account Type <b>Revenue Totals</b>	<b>\$40,618,364.00</b>	<b>\$5,085,345.10</b>	<b>\$14,787,704.78</b>	<b>\$0.00</b>	<b>\$25,830,659.22</b>	<b>36 %</b>	<b>\$14,176,562.88</b>
Account Type <b>Expense</b>							
Function Code <b>100 - Instruction</b>							
Sub Function Code 110 - Basic Functions - 110	20,286,478.00	1,557,514.40	9,033,540.18	9,900.88	11,243,036.94	45	8,708,596.87
Sub Function Code 120 - Added Needs - 120	4,150,898.00	277,400.26	1,709,492.70	.00	2,441,405.30	41	1,629,656.95
Function Code <b>100 - Instruction Totals</b>	<b>\$24,437,376.00</b>	<b>\$1,834,914.66</b>	<b>\$10,743,032.88</b>	<b>\$9,900.88</b>	<b>\$13,684,442.24</b>	<b>44 %</b>	<b>\$10,338,253.82</b>
Function Code <b>200 - Supporting Services</b>							
Sub Function Code 210 - Support Services-Pupil - 210	4,418,275.00	359,811.36	2,012,351.66	64,134.45	2,341,788.89	46	1,809,091.92
Sub Function Code 220 - Support Services-Instructional - 220	2,092,303.00	168,881.49	1,177,219.13	28,636.59	886,447.28	56	1,027,043.92
Sub Function Code 230 - Support Services-Administration - 230	765,109.00	90,511.10	435,239.17	588.00	329,281.83	57	345,077.28
Sub Function Code 240 - Support Services-School Admin - 240	2,305,412.00	175,099.53	1,266,348.47	.00	1,039,063.53	55	1,216,133.88
Sub Function Code 250 - Support Services-Business - 250	685,380.00	67,107.26	377,484.44	.00	307,895.56	55	343,215.51
Sub Function Code 260 - Operations and Maintenance - 260	3,585,818.00	281,969.64	2,021,212.19	332,581.06	1,232,024.75	56	2,090,655.46
Sub Function Code 270 - Pupil Transportation - 270	1,603,298.00	103,347.83	778,808.49	110,063.79	714,425.72	49	802,875.54
Sub Function Code 280 - Support Services-Central - 280	287,458.00	23,383.24	165,245.80	.00	122,212.20	57	160,250.20
Function Code <b>200 - Supporting Services Totals</b>	<b>\$15,743,053.00</b>	<b>\$1,270,111.45</b>	<b>\$8,233,909.35</b>	<b>\$536,003.89</b>	<b>\$6,973,139.76</b>	<b>52 %</b>	<b>\$7,794,343.71</b>
Function Code <b>300 - Community Services</b>							
Sub Function Code 320 - Community Recreation - 320	264,196.00	23,101.39	172,314.77	15,876.31	76,004.92	65	186,099.28
Sub Function Code 330 - Community Activities - 330	.00	.00	.00	.00	.00	+++	1,757.89
Sub Function Code 350 - Care of Children - 350	.00	.00	.00	.00	.00	+++	.00
Sub Function Code 370 - Non Public School Pupils - 370	10,261.00	.00	.00	.00	10,261.00	0	.00
Sub Function Code 390 - Other Community Services - 390	(10,261.00)	.00	.00	.00	(10,261.00)	0	.00
Function Code <b>300 - Community Services Totals</b>	<b>\$264,196.00</b>	<b>\$23,101.39</b>	<b>\$172,314.77</b>	<b>\$15,876.31</b>	<b>\$76,004.92</b>	<b>65 %</b>	<b>\$187,857.17</b>
Function Code <b>400 - Government Agencies &amp; Prior Period</b>							
Sub Function Code 400 - Other Government Agencies - 400	.00	.00	.00	.00	.00	+++	.00
Function Code <b>400 - Government Agencies &amp; Prior Period Totals</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>+++</b>	<b>\$0.00</b>
Function Code <b>500-600 - Other Financing Uses</b>							
Sub Function Code 600 - Fund Modifications - 600	545,426.00	.00	200,000.00	.00	345,426.00	37	220,000.00



# Board Monthly Financial Report

Fiscal Year to Date 01/31/18

Sub Function Code	Amended Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	% Rec'd/Spent	Prior Year FYTD
Function Code <b>500-600 - Other Financing Uses</b> Totals	\$545,426.00	\$0.00	\$200,000.00	\$0.00	\$345,426.00	37 %	\$220,000.00
Account Type <b>Expense</b> Totals	\$40,990,051.00	\$3,128,127.50	\$19,349,257.00	\$561,781.08	\$21,079,012.92	47 %	\$18,540,454.70
Fund(COA) <b>11 - General Fund</b> Totals	(\$371,687.00)	\$1,957,217.60	(\$4,561,552.22)	(\$561,781.08)	\$4,751,646.30	1,227 %	(\$4,363,891.82)



# Board Monthly Financial Report

Fiscal Year to Date 01/31/18

Sub Function Code	Amended Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	% Rec'd/Spent	Prior Year FYTD
<b>Fund(COA) 23 - Community Service Fund</b>							
Account Type <b>Revenue</b>							
Function Code <b>R100 - Local Sources - 100</b>							
	2,014,800.00	159,573.10	1,254,269.28	.00	760,530.72	62	1,284,980.26
Function Code <b>R100 - Local Sources - 100 Totals</b>	<b>\$2,014,800.00</b>	<b>\$159,573.10</b>	<b>\$1,254,269.28</b>	<b>\$0.00</b>	<b>\$760,530.72</b>	<b>62 %</b>	<b>\$1,284,980.26</b>
Function Code <b>R300 - State Sources - 300</b>							
	47,068.00	.00	.25	.00	47,067.75	0	.25
Function Code <b>R300 - State Sources - 300 Totals</b>	<b>\$47,068.00</b>	<b>\$0.00</b>	<b>\$0.25</b>	<b>\$0.00</b>	<b>\$47,067.75</b>	<b>0 %</b>	<b>\$0.25</b>
Function Code <b>R400 - Federal Sources - 400</b>							
	125,000.00	.00	75,077.06	.00	49,922.94	60	58,653.85
Function Code <b>R400 - Federal Sources - 400 Totals</b>	<b>\$125,000.00</b>	<b>\$0.00</b>	<b>\$75,077.06</b>	<b>\$0.00</b>	<b>\$49,922.94</b>	<b>60 %</b>	<b>\$58,653.85</b>
Function Code <b>R500 - ISD / Other Sources - 500</b>							
	.00	.00	.00	.00	.00	+++	.00
Function Code <b>R500 - ISD / Other Sources - 500 Totals</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>+++</b>	<b>\$0.00</b>
Function Code <b>R600 - In from other Funds - 600</b>							
	545,426.00	.00	200,000.00	.00	345,426.00	37	220,000.00
Function Code <b>R600 - In from other Funds - 600 Totals</b>	<b>\$545,426.00</b>	<b>\$0.00</b>	<b>\$200,000.00</b>	<b>\$0.00</b>	<b>\$345,426.00</b>	<b>37 %</b>	<b>\$220,000.00</b>
Account Type <b>Revenue Totals</b>	<b>\$2,732,294.00</b>	<b>\$159,573.10</b>	<b>\$1,529,346.59</b>	<b>\$0.00</b>	<b>\$1,202,947.41</b>	<b>56 %</b>	<b>\$1,563,634.36</b>
Account Type <b>Expense</b>							
Function Code <b>100 - Instruction</b>							
Sub Function Code 110 - Basic Functions - 110	183,590.00	14,210.33	92,536.50	.00	91,053.50	50	74,618.54
Function Code <b>100 - Instruction Totals</b>	<b>\$183,590.00</b>	<b>\$14,210.33</b>	<b>\$92,536.50</b>	<b>\$0.00</b>	<b>\$91,053.50</b>	<b>50 %</b>	<b>\$74,618.54</b>
Function Code <b>200 - Supporting Services</b>							
Sub Function Code 220 - Support Services-Instructional - 220	7,075.00	125.29	877.03	.00	6,197.97	12	.00
Sub Function Code 250 - Support Services-Business - 250	.00	.00	.00	.00	.00	+++	.00
Sub Function Code 260 - Operations and Maintenance - 260	66,850.00	2,537.85	32,511.91	14,924.08	19,414.01	49	39,597.51
Sub Function Code 270 - Pupil Transportation - 270	134,000.00	4,340.00	30,729.92	2,715.00	100,555.08	23	.00
Sub Function Code 290 - Support Services-Other - 290	678,276.00	33,080.73	331,385.76	11,020.00	335,870.24	49	395,313.92
Function Code <b>200 - Supporting Services Totals</b>	<b>\$886,201.00</b>	<b>\$40,083.87</b>	<b>\$395,504.62</b>	<b>\$28,659.08</b>	<b>\$462,037.30</b>	<b>45 %</b>	<b>\$434,911.43</b>
Function Code <b>300 - Community Services</b>							
Sub Function Code 310 - Community Services Direction - 310	301,808.00	23,045.95	152,153.23	.00	149,654.77	50	156,961.06
Sub Function Code 320 - Community Recreation - 320	381,702.00	15,104.60	221,031.53	1,726.40	158,944.07	58	207,140.19
Sub Function Code 350 - Care of Children - 350	769,459.00	56,738.51	421,411.46	.00	348,047.54	55	488,585.86
Sub Function Code 390 - Other Community Services - 390	125,000.00	.00	78,835.91	.00	46,164.09	63	61,720.90
Function Code <b>300 - Community Services Totals</b>	<b>\$1,577,969.00</b>	<b>\$94,889.06</b>	<b>\$873,432.13</b>	<b>\$1,726.40</b>	<b>\$702,810.47</b>	<b>55 %</b>	<b>\$914,408.01</b>
Function Code <b>500-600 - Other Financing Uses</b>							
Sub Function Code 600 - Fund Modifications - 600	84,524.00	.00	33,358.74	.00	51,165.26	39	32,502.57
Function Code <b>500-600 - Other Financing Uses Totals</b>	<b>\$84,524.00</b>	<b>\$0.00</b>	<b>\$33,358.74</b>	<b>\$0.00</b>	<b>\$51,165.26</b>	<b>39 %</b>	<b>\$32,502.57</b>
Account Type <b>Expense Totals</b>	<b>\$2,732,284.00</b>	<b>\$149,183.26</b>	<b>\$1,394,831.99</b>	<b>\$30,385.48</b>	<b>\$1,307,066.53</b>	<b>51 %</b>	<b>\$1,456,440.55</b>
Fund(COA) <b>23 - Community Service Fund Totals</b>	<b>\$10.00</b>	<b>\$10,389.84</b>	<b>\$134,514.60</b>	<b>(\$30,385.48)</b>	<b>(\$104,119.12)</b>	<b>1,345,146 %</b>	<b>\$107,193.81</b>



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Sub Function Code	Amended Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	% Rec'd/Spent	Prior Year FYTD
<b>Fund(COA) 25 - School Lunch Fund</b>							
<b>Account Type Revenue</b>							
<b>Function Code R100 - Local Sources - 100</b>							
	1,034,958.00	76,053.81	537,203.38	.00	497,754.62	52	527,097.76
Function Code R100 - Local Sources - 100 Totals	\$1,034,958.00	\$76,053.81	\$537,203.38	\$0.00	\$497,754.62	52 %	\$527,097.76
<b>Function Code R300 - State Sources - 300</b>							
	58,200.00	6,906.10	28,766.69	.00	29,433.31	49	19,307.07
Function Code R300 - State Sources - 300 Totals	\$58,200.00	\$6,906.10	\$28,766.69	\$0.00	\$29,433.31	49 %	\$19,307.07
<b>Function Code R400 - Federal Sources - 400</b>							
	272,655.00	19,012.00	86,563.88	.00	186,091.12	32	78,301.33
Function Code R400 - Federal Sources - 400 Totals	\$272,655.00	\$19,012.00	\$86,563.88	\$0.00	\$186,091.12	32 %	\$78,301.33
<b>Function Code R500 - ISD / Other Sources - 500</b>							
	109,000.00	11,266.53	43,749.40	.00	65,250.60	40	46,232.03
Function Code R500 - ISD / Other Sources - 500 Totals	\$109,000.00	\$11,266.53	\$43,749.40	\$0.00	\$65,250.60	40 %	\$46,232.03
Account Type Revenue Totals	\$1,474,813.00	\$113,238.44	\$696,283.35	\$0.00	\$778,529.65	47 %	\$670,938.19
<b>Account Type Expense</b>							
<b>Function Code 200 - Supporting Services</b>							
Sub Function Code 210 - Support Services-Pupil - 210	.00	.00	.00	.00	.00	+++	.00
Sub Function Code 260 - Operations and Maintenance - 260	2,415.00	189.54	1,854.42	.00	560.58	77	1,629.61
Sub Function Code 290 - Support Services-Other - 290	1,338,271.00	95,824.94	668,609.81	335,737.58	333,923.61	50	645,056.59
Function Code 200 - Supporting Services Totals	\$1,340,686.00	\$96,014.48	\$670,464.23	\$335,737.58	\$334,484.19	50 %	\$646,686.20
<b>Function Code 500-600 - Other Financing Uses</b>							
Sub Function Code 600 - Fund Modifications - 600	134,068.00	.00	44,956.34	.00	89,111.66	34	43,833.41
Function Code 500-600 - Other Financing Uses Totals	\$134,068.00	\$0.00	\$44,956.34	\$0.00	\$89,111.66	34 %	\$43,833.41
Account Type Expense Totals	\$1,474,754.00	\$96,014.48	\$715,420.57	\$335,737.58	\$423,595.85	49 %	\$690,519.61
Fund(COA) 25 - School Lunch Fund Totals	\$59.00	\$17,223.96	(\$19,137.22)	(\$335,737.58)	\$354,933.80	-32,436 %	(\$19,581.42)



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Sub Function Code	Amended Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	% Rec'd/Spent	Prior Year FYTD
<b>Fund(COA) 30 - Debt Retirement Fund</b>							
<b>Account Type Revenue</b>							
<b>Function Code R100 - Local Sources - 100</b>							
	10,779,319.00	6,291,514.30	6,859,559.01	.00	3,919,759.99	64	6,263,372.59
Function Code R100 - Local Sources - 100 Totals	\$10,779,319.00	\$6,291,514.30	\$6,859,559.01	\$0.00	\$3,919,759.99	64 %	\$6,263,372.59
<b>Function Code R300 - State Sources - 300</b>							
	.00	.00	.00	.00	.00	+++	.00
Function Code R300 - State Sources - 300 Totals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	+++	\$0.00
<b>Function Code R500 - ISD / Other Sources - 500</b>							
	377,488.00	.00	.00	.00	377,488.00	0	1,110,170.00
Function Code R500 - ISD / Other Sources - 500 Totals	\$377,488.00	\$0.00	\$0.00	\$0.00	\$377,488.00	0 %	\$1,110,170.00
<b>Function Code R600 - In from other Funds - 600</b>							
	.00	.00	.00	.00	.00	+++	.00
Function Code R600 - In from other Funds - 600 Totals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	+++	\$0.00
Account Type Revenue Totals	\$11,156,807.00	\$6,291,514.30	\$6,859,559.01	\$0.00	\$4,297,247.99	61 %	\$7,373,542.59
<b>Account Type Expense</b>							
<b>Function Code 200 - Supporting Services</b>							
Sub Function Code 250 - Support Services-Business - 250	51,000.00	1,505.97	17,381.96	.00	33,618.04	34	3,370.57
Function Code 200 - Supporting Services Totals	\$51,000.00	\$1,505.97	\$17,381.96	\$0.00	\$33,618.04	34 %	\$3,370.57
<b>Function Code 500-600 - Other Financing Uses</b>							
Sub Function Code 500 - Debt Service - 500	11,105,807.00	.00	1,429,240.63	.00	9,676,566.37	13	1,581,509.38
Function Code 500-600 - Other Financing Uses Totals	\$11,105,807.00	\$0.00	\$1,429,240.63	\$0.00	\$9,676,566.37	13 %	\$1,581,509.38
Account Type Expense Totals	\$11,156,807.00	\$1,505.97	\$1,446,622.59	\$0.00	\$9,710,184.41	13 %	\$1,584,879.95
Fund(COA) 30 - Debt Retirement Fund Totals	\$0.00	\$6,290,008.33	\$5,412,936.42	\$0.00	(\$5,412,936.42)	+++	\$5,788,662.64



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Sub Function Code	Amended Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	% Rec'd/Spent	Prior Year FYTD
<b>Fund(COA) 47 - 2017 Capital Projects Fund</b>							
Account Type <b>Revenue</b>							
Function Code <b>R100 - Local Sources - 100</b>							
	.00	.00	.00	.00	.00	+++	.00
Function Code <b>R100 - Local Sources - 100 Totals</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>+++</b>	<b>\$0.00</b>
Account Type <b>Revenue Totals</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>+++</b>	<b>\$0.00</b>
Account Type <b>Expense</b>							
Function Code <b>200 - Supporting Services</b>							
Sub Function Code 230 - Support Services-Administration - 230	.00	.00	19,077.60	.00	(19,077.60)	+++	.00
Sub Function Code 250 - Support Services-Business - 250	.00	.00	.00	.00	.00	+++	.00
Sub Function Code 260 - Operations and Maintenance - 260	.00	.00	.00	.00	.00	+++	.00
Sub Function Code 270 - Pupil Transportation - 270	.00	.00	.00	.00	.00	+++	.00
Sub Function Code 280 - Support Services-Central - 280	.00	.00	.00	610,555.00	(610,555.00)	+++	.00
Function Code <b>200 - Supporting Services Totals</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$19,077.60</b>	<b>\$610,555.00</b>	<b>(\$629,632.60)</b>	<b>+++</b>	<b>\$0.00</b>
Function Code <b>400 - Government Agencies &amp; Prior Period</b>							
Sub Function Code 400 - Other Government Agencies - 400	.00	441,244.93	1,734,099.66	.00	(1,734,099.66)	+++	.00
Function Code <b>400 - Government Agencies &amp; Prior Period Totals</b>	<b>\$0.00</b>	<b>\$441,244.93</b>	<b>\$1,734,099.66</b>	<b>\$0.00</b>	<b>(\$1,734,099.66)</b>	<b>+++</b>	<b>\$0.00</b>
Function Code <b>500-600 - Other Financing Uses</b>							
Sub Function Code 500 - Debt Service - 500	.00	.00	.00	.00	.00	+++	.00
Function Code <b>500-600 - Other Financing Uses Totals</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>+++</b>	<b>\$0.00</b>
Account Type <b>Expense Totals</b>	<b>\$0.00</b>	<b>\$441,244.93</b>	<b>\$1,753,177.26</b>	<b>\$610,555.00</b>	<b>(\$2,363,732.26)</b>	<b>+++</b>	<b>\$0.00</b>
Fund(COA) <b>47 - 2017 Capital Projects Fund Totals</b>	<b>\$0.00</b>	<b>(\$441,244.93)</b>	<b>(\$1,753,177.26)</b>	<b>(\$610,555.00)</b>	<b>\$2,363,732.26</b>	<b>+++</b>	<b>\$0.00</b>



# Board Monthly Financial Report

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Sub Function Code	Amended Budget	Current Month Actual	Actual FYTD	Encumbrances	Budget - Actual	% Rec'd/Spent	Prior Year FYTD
<b>Fund(COA) 48 - 2008 Capital Projects Fund</b>							
Account Type <b>Revenue</b>							
Function Code <b>R100 - Local Sources - 100</b>							
	2,463,606.00	.00	5,480.45	.00	2,458,125.55	0	7,539.16
Function Code <b>R100 - Local Sources - 100 Totals</b>	<b>\$2,463,606.00</b>	<b>\$0.00</b>	<b>\$5,480.45</b>	<b>\$0.00</b>	<b>\$2,458,125.55</b>	<b>0 %</b>	<b>\$7,539.16</b>
Function Code <b>R500 - ISD / Other Sources - 500</b>							
	47,890,000.00	.00	.00	.00	47,890,000.00	0	.00
Function Code <b>R500 - ISD / Other Sources - 500 Totals</b>	<b>\$47,890,000.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$47,890,000.00</b>	<b>0 %</b>	<b>\$0.00</b>
Account Type <b>Revenue Totals</b>							
	\$50,353,606.00	\$0.00	\$5,480.45	\$0.00	\$50,348,125.55	0 %	\$7,539.16
Account Type <b>Expense</b>							
Function Code <b>200 - Supporting Services</b>							
Sub Function Code 250 - Support Services-Business - 250	441,844.00	.00	.00	.00	441,844.00	0	.00
Sub Function Code 260 - Operations and Maintenance - 260	.00	.00	.00	.00	.00	+++	.00
Sub Function Code 270 - Pupil Transportation - 270	6,162,000.00	.00	366,610.00	.00	5,795,390.00	6	.00
Sub Function Code 280 - Support Services-Central - 280	10,219,490.00	4,441.75	502,785.30	2,173.25	9,714,531.45	5	635,668.05
Function Code <b>200 - Supporting Services Totals</b>	<b>\$16,823,334.00</b>	<b>\$4,441.75</b>	<b>\$869,395.30</b>	<b>\$2,173.25</b>	<b>\$15,951,765.45</b>	<b>5 %</b>	<b>\$635,668.05</b>
Function Code <b>400 - Government Agencies &amp; Prior Period</b>							
Sub Function Code 400 - Other Government Agencies - 400	33,254,447.00	36,818.00	138,350.54	2,294.90	33,113,801.56	0	43,424.40
Function Code <b>400 - Government Agencies &amp; Prior Period Totals</b>	<b>\$33,254,447.00</b>	<b>\$36,818.00</b>	<b>\$138,350.54</b>	<b>\$2,294.90</b>	<b>\$33,113,801.56</b>	<b>0 %</b>	<b>\$43,424.40</b>
Function Code <b>500-600 - Other Financing Uses</b>							
Sub Function Code 500 - Debt Service - 500	275,825.00	.00	.00	.00	275,825.00	0	.00
Function Code <b>500-600 - Other Financing Uses Totals</b>	<b>\$275,825.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$275,825.00</b>	<b>0 %</b>	<b>\$0.00</b>
Account Type <b>Expense Totals</b>							
	\$50,353,606.00	\$41,259.75	\$1,007,745.84	\$4,468.15	\$49,341,392.01	2 %	\$679,092.45
Fund(COA) <b>48 - 2008 Capital Projects Fund Totals</b>							
	\$0.00	(\$41,259.75)	(\$1,002,265.39)	(\$4,468.15)	\$1,006,733.54	+++	(\$671,553.29)
<b>Grand Totals</b>							
	(\$371,618.00)	\$7,792,335.05	(\$1,788,681.07)	(\$1,542,927.29)	\$2,959,990.36	481 %	\$840,829.92

## 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

**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://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:**

**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
- Preparation: Entering a discussion or presentation with high-quality evidence (notes, research, connections, questions)
- Oral Presentation: Using appropriate public speaking strategies to engage the audience and communicate points
- Multimedia in Oral Presentations: Integrating technology to create high-quality written products

### **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***

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## **Michigan Social Studies Grade Level Content Expectations**

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- 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.

**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:**

## **Parent Curriculum Forum Summary**

**Date:** January 31, 2018

**Time:** 2:15-3:00pm

**Location:** MC Office Conference room

**RE:** Elective Proposals for 2018-2019 school year

**Attendees:** Kristin Brancheau, Jami Bronson, Cheryl Darnton, Jason Elmy, Sophia Malek, Brett Pedersen, Rebecca Reed.

### **Discussion**

A2 & A3 forms were sent to parents who expressed interest in participating prior to meeting to allow for review ahead of time.

### **Community Announcements:**

Teacher Jason Elmy presented a brief overview of the course. He shared what the course might look like on a daily basis to what they would cover in a week and over the course period. He shared that there would be many different student roles for participants to engage in. The students would have the opportunity to be creative and produce something that would be helpful to their peers.

Parents expressed how much kids would enjoy the class. They liked that parents would have the ability to access morning announcements and event details through videos. No concerns were raised with the course and parents gave their "thumbs up" to proceed with moving the course to board approval.

### **Our Human Journey**

Teacher Cheryl Darnton gave a brief description of the course and walked parents through what the data kids get back looks like. Parents were very intrigued and followed Cheryl's very detailed overview. All three parents stated how much they would like to take the course.

Parents had a discussion around racism and diversity. One parent shared her personal experience of racism and the need to have these thoughtful discussions with kids about how we are much more alike than different. In addition, we should celebrate and embrace the differences each of us have.

Parents inquired about the cost and Cheryl shared about the grant opportunities she is seeking out to help offset the cost. One parent was a member of EFD and one was a member of E4DS and both suggested that Cheryl reach out to both organizations for possible support.

When asked if there were any concerns one parent shared the only thing she could think of is confidentiality and what happens to the data. Staff shared students would have to get parent permission to participate. The report given to the student on their DNA history would remain with the student at the end of the nine week class. Cheryl shared this company does not track medical or disease for what they are asking for in the results.

All parents gave their “thumbs up” to proceed with moving the course to board approval and expressed great excitement in the course.

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# DEXTER BOARD OF EDUCATION

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## **Evaluation of Superintendent Dr. Christopher Timmis**

February 2018

The Dexter Board of Education has completed the annual evaluation of Superintendent Dr. Christopher Timmis in compliance with Michigan Revised School Code, Section 1249, using the Sample Superintendent Evaluation tool developed by Michigan Association of School Boards.

Superintendent Timmis's overall rating of HIGHLY EFFECTIVE is based upon the Board's assessment of his performance in the following areas: governance and board relations, community relations, staff relations, business and finance, instructional leadership, student growth, and progress towards district-wide goals. Dr. Timmis has met or exceeded the Board's expectations in all areas that were reviewed.

Under Supt. Timmis's leadership, the district has made significant improvements in students' academic achievement, enrollment in rigorous college-level coursework, and graduation rate. Average reading achievement across grades 1-8 has increased from the 88<sup>th</sup> percentile to the 92<sup>nd</sup> percentile on the NWEA between fall 2014 and 2017, as did math achievement. High school students' enrollment in rigorous college-level courses (i.e., AP, IB or dual enrolled) also increased significantly from 332 course enrollments in 2012-13, to 599 course enrollments in 2016-17. Additionally, the district's 4-year graduation rate has risen from 92% for the Class of 2013, to 96% for the Class of 2017. These are all very positive trends and a testament to Dr. Timmis's leadership and the instructional improvement efforts implemented K-12.

Especially noteworthy is the successful passage of a \$71 million bond in August 2017 to build a new K-2 school, a new Alternative High School building, and to provide needed upgrades to buildings, fields, technology, security and buses.

The district is a recognized leader in the State regarding personalized learning having presented to the Michigan Department of Education and hosting a visit by the State Superintendent. Additionally, under Dr. Timmis's leadership, the district is part of the Michigan Innovation Collaborative (MIC) to further develop competency-based education to develop students' higher order and critical thinking skills that reflect mastery across subject areas.

The Dexter Board of Education is extremely appreciative of Dr. Timmis's contributions to the District and unanimously supports his continued leadership.

February 23, 2018

Dr. Chris Timmis  
Superintendent of Schools  
Dexter Community Schools  
7714 Ann Arbor Road  
Dexter, MI 48130

Re: Dexter Community Schools 2017 Bond Project  
Contract Recommendations  
Bid Category 06-32-02 DHS Synthetic Turf

Dear Dr. Timmis:

Proposals for the synthetic turf work at the Dexter High School site were received on behalf of Dexter Community Schools (DCS). A tabulation of the bids received is attached for your reference.

We have reviewed the proposals, spoken with the bidders, and are recommending the lowest responsive bidder and best value to DCS.

Pending final review of financial and other qualification criteria, Granger recommends that DCS award the subcontracts as indicated below and assign them to Granger for management.

Work	Contractor	Base Bid	Recommended Alternates	Recommended Contract
DHS Synthetic Turf	Sprinturf	\$855,653	None	\$855,653

We request that the Board of Education consider and take action on the contract recommendation above at the meeting scheduled for February 26, 2018. Please feel free to contact me if you have any questions or require additional information.

Sincerely,  
GRANGER CONSTRUCTION COMPANY



Michael Nowosad  
Project Manager

att: Bid Tabulation Forms

cc: S. Raschke, DCS  
J. Brand, GCC  
E. Geiser, TMP



HEADQUARTERS  
6267 Aurelius Rd  
Lansing, MI 48911-4230

517.393.1670 P  
517.393.1382 F

WEST MICHIGAN  
940 Monroe Ave NW, Ste 142  
Grand Rapids, MI 49503

616.454.2900 P  
616.454.9700 F

SOUTHEAST MICHIGAN  
39475 13 Mile Rd, Ste 204  
Novi, MI 48377

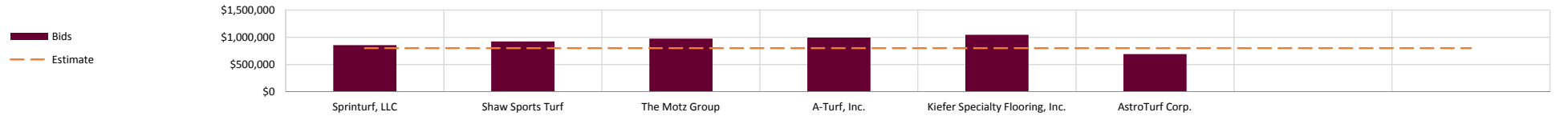
248.724.2950 P  
248.489.5753 F

# BID TABULATION

**CATEGORY:** 06-32-02 TURF

PROJECT NUMBER	1710-00	ESTIMATE	\$800,000
PROJECT DESCRIPTION	DEXTER COMMUNITY SCHOOLS	APPARENT LOW BID	\$855,653
SITE	CREEKSIDE QUAD & DHS TWIN	APPARENT LOW BIDDER	Sprinturf, LLC
DELIVERY METHOD	CM	VARIANCE FROM ESTIMATE	\$55,653
ARCHITECT	TMP ARCHITECTURE	VARIANCE FROM ESTIMATE (%)	6.96%
BP04 DATE	2/20/2018		

Addendum No	Bidder	Base Bid	Non-Iran Linked Business	Familial Disclosure	Bid Bond	Alternate 1 3D Turf	Remarks
1							
X	Sprinturf, LLC	\$855,653	X	X	X	\$101,072	
X	Shaw Sports Turf	\$923,960	X	X	X	\$82,283	
X	The Motz Group	\$976,316	X	X	X	\$64,108	Exceptions & Voluntary Alternate
X	A-Turf, Inc.	\$994,000	X	X	X	\$150,000	
X	Kiefer Specialty Flooring, Inc.	\$1,045,243	X	X	X	\$60,931	
X	<del>AstroTurf Corp.</del>	<del>\$692,868</del>	<del>X</del>	<del>X</del>	<del>X</del>	<del>\$62,937</del>	Withdrawn Bid Error



ADDENDA ISSUED



## Phase I & II Project Bidding Schedule

<b>PROJECT NUMBER</b>	1710-00
<b>PROJECT DESCRIPTION</b>	DEXTER COMMUNITY SCHOOLS
<b>BUILDING</b>	NEW ELEMENTARY, CREEKSIDE & DEXTER HIGH SCHOOL
<b>ARCHITECT</b>	TMP ARCHITECTURE

Bid Package	Drawings Received	Bid Documents Issued	Bids Due	Facility Planning Committee	Board of Education
BP#4 Creekside Quad & DHS Twin Field Earthwork, Utility & Turf	1/22/2018	1/30/2018	2/20/2018	2/22/2018	2/26/2018
BP #5 Building & Site	12/15/2017	12/20/2017	1/25/2018	2/8/2018	2/12/2018
BP#6 Creekside Quad & DHS Twin Site Finishes & Balance of Scope**	2/5/2018	2/19/2018	3/13/2018	3/15/2018	3/19/2018
BP#7 New School Playground	3/5/2018	3/8/2015	3/29/2018	4/5/2018	4/9/2018
BP#8 Technology & Security			April 2018		
Phase II: DHS, Mill Creek & Wylie			June 2018		

\*\*BP#6 Scope includes: asphalt, site concrete, fencing, nets, lighting, landscaping & bleachers.

## Facilities Committee Meeting Minutes

**Date:** Thursday, February 8, 2018  
**Project:** Dexter Community Schools – 2017 Bond  
**Location:** Copeland Administration Bldg.  
**Time:** 5:00-6:00 pm

**Attendees:** DCS: Chris Timmis, Sharon Raschke, Rob Mitzel, Ron Darr, Dick Lundy,  
Patricia Machermer  
GCC: Jerry Brand, Greg Brand, Mike Nowosad, Andrea Andres

### PUBLIC COMMENTS

1. No public comments

### ACTION ITEMS

1. Review minutes from January 4, 2018 meeting
  - a. Motion to approve by Darr, 2<sup>nd</sup> by Lundy
2. Budget discussion – See Sharon’s Attachment
  - a. Sharon Raschke presented updated bond budget.
  - b. Moved to recommend to the board for approval motion by Lundy, 2<sup>nd</sup> by Mitzel
3. BP05 New Elementary update
  - a. Contract Recommendations
    - i. Mike Nowosad presented BP05 results
  - b. Alternate Pricing
    - i. Mike Nowosad presented BP05 alternate pricing
  - c. Recommend approval to the board of BP05 recommendations excluding John Darr mechanical motion by Mitzel, 2<sup>nd</sup> by Darr.
  - d. Recommended approval to the board of John Darr mechanical for Plumbing & Piping motion by Mitzel, 2<sup>nd</sup> by Lundy. Darr abstained.

### DISCUSSION ITEMS

1. Baker Rd. Roundabout update
  - a. Jerry Brand provided roundabout design updates.

#### INFORMATION ITEMS

1. Bidding schedule update
  - a. Jerry Brand and Mike Nowosad provided an update on bid package scheduling.

#### PUBLIC COMMENTS

1. No public comments

#### ATTACHMENTS

1. 2017 Bond Capital Projects Fund Budget Adoption
2. BP05 New Elementary Building & Site Bid Tabs & Summary
3. BP05 Alternate, Descriptions, Pricing & Renderings
4. DHS Twin & Creekside Quad Drawings
5. Updated Phase I & II Bidding Schedule

Meeting concluded at 5:36pm